

Coronavirus (COVID-19): Guidance for school age childcare services

Non-statutory guidance to support a safe and supportive environment

Version 12

CIRCULATED 22 June 2021 – NOTE THAT THIS IS NOT FOR IMPLEMENTATION UNTIL EARLIEST 5TH AND LATEST 19TH JULY 2021

UNTIL 5 JULY FOLLOW [VERSION 11A Coronavirus \(COVID-19\): Guidance for school age childcare services](#)

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Introduction

Who this guidance is for

This non-statutory guidance applies to all providers of Care Inspectorate registered school age childcare services in all sectors – local authority, private and third sectors. This includes breakfast clubs, after-school care and holiday care.

Background

We know there are challenges in delivering services in the evolving COVID-19 situation in Scotland, including school age childcare. Our focus must be on supporting children to form a secure and emotionally resilient attachment base as they grow and develop. Nurturing and attached relationships are essential to creating the conditions for all children to flourish.

All children have a right to play, to learn and to access experiences that meet their physical, social, emotional and cultural needs, and they have a right to associate with their peers. In line with Scotland's commitment to [Getting It Right For Every Child](#), children also have the right to the best possible health, with their best interests a top priority in all decisions and actions that affect them. Adults, of course, also have fundamental rights in relation to their health and wellbeing.

These important rights and considerations have all been factored into the development of a framework for delivering school age childcare services.

This guidance provides principles to help you make decisions that are based on the best available evidence to help you operate in this evolving context. It will not provide the specific answer to every circumstance which may arise, but it will provide the basis upon which you can use your professional judgement to make a decision.

If the circumstances of the epidemic in Scotland change, further changes to public health measures may be required and will be clearly notified to the sector. The Scottish Government will engage with sector representatives to ensure that any immediate changes are communicated to the sector as quickly as possible.

Please be aware however, that public health advice will evolve over time and you should regularly check online to make sure you are working to the most recent version of this guidance.

This is version 12 of this guidance document, circulated on 22 JUNE 2021. Updates in this version set out how some of the risk mitigations can be adapted for protection levels in the strategic framework.

These changes are incorporated into the relevant sections and cover:

- enhanced cleaning requirements, including PPE requirement
- sharing of resources between setting and home
- cohorts of children

- singing
- specialist visitors
- use of peripatetic/temporary staff
- blended placements
- an update to the requirement to quarantine items brought from home

There is also a change to the section on Personal Protective Equipment to include a change to the requirement for eye protection where a young person is suspected to have covid.

This guidance aims to support the school age childcare sector. Due to the age of children attending school age childcare settings, the guidance incorporates elements of ELC guidance in addition to relevant aspects of schools guidance.

This guidance supersedes all previous guidance. For childminders who offer school age childcare they should also refer to [COVID-19: Childminder Services Guidance](#). For services who provide both early learning and childcare and school age childcare they should also refer to the [Coronavirus \(COVID-19\): early learning and childcare \(ELC\) services](#). Where the guidance applies to only one of these services types, this is identified in the text. Users should ensure that they refer to the guidance that is appropriate both for their setting and for the age range of children in their care.

The guidance has been developed by the Scottish Government with key partners supporting the Education Recovery Group, including local authorities, trade unions, Care Inspectorate, Education Scotland and representatives of school age childcare providers and in collaboration with Public Health Scotland (PHS). It has been informed by judgements based on the scientific and public health advice available at the time of writing.

This guidance is based on a set of principles for all services across Scotland that recognises that safeguarding the wider health and wellbeing of the child, and adults who work with them, must be central to delivering services. This guidance is based on ongoing evidence and advice provided by the [Coronavirus \(COVID-19\): Advisory Sub-Group on Education and Children's Issues](#).

The core public health measures that underpin current operation of services are:

- enhanced hygiene and cleaning practices;
- limiting children's contacts by managing cohort sizes;
- maximising the use of outdoor spaces and access to fresh air;
- strict adherence to self-isolation for those who have symptoms, and to other Test and Protect measures for all; and
- strict adherence to 2 metre physical distancing between adults, including parents at drop-off and pick-up times
- supportive use of face coverings
- effective ventilation

The aims of this guidance are to:

Provide clear expectations with regard to practical approaches to a safe provision of school age childcare settings.

Where this guidance states that providers:

- **“must”** do something, there is an expectation that it is done without exception;
- **“should”** do something, this is strongly advised;
- **“may”** or **“may wish”** to do something, this is optional

Where this guidance refers to parents, this includes carers or family members who may be involved with children attending the settings.

This guidance is not exhaustive, and providers will continue to operate within the relevant legal and regulatory frameworks to ensure the health and wellbeing of staff and of children and parents while they are using their service. Measures put in place within the setting to comply with this guidance must not contravene health and safety legislation, for example, not leaving fire doors ajar to increase ventilation.

Nothing in this guidance affects the legal obligations of providers with regard to health and safety and public health advice. Providers must continue to adhere to all such duties when implementing this guidance. Under the Coronavirus Act 2020, they must have regard to any advice relating to coronavirus from the Chief Medical Officer for Scotland.

The Scottish Government has also developed [a document that addresses some FAQs](#) to accompany this guidance.

This guidance should be read alongside:

1. [COVID-19: Scotland's Strategic Framework](#).
2. [Health Protection Scotland non-healthcare settings guidance](#): this contains information on health protection and infection prevention and control issues including cleaning, hygiene measures, what to do if someone falls ill, laundry considerations and waste management.
3. [Coronavirus \(COVID-19\): guidance on reducing the risks in schools - gov.scot \(www.gov.scot\)](#) this is non-statutory guidance for local authorities and schools. This may be relevant to those services using school premises.
4. [Infection Prevention and Control in Childcare Settings \(Daycare and Childminding Settings\)](#)
5. NHS inform – [COVID-19](#)
6. NHS Inform - [COVID-19 Shielding Guidelines](#)
7. [Health and Social Care Standards](#)
8. [Test and Protect Guidance](#)
9. [Coronavirus \(Scotland\) Act 2020](#)
10. [Playwork Principles](#)
11. [Setting the table](#): nutritional guidance and food standards for early years providers in Scotland.
12. [Guidance on individual risk assessments](#)
13. [Out to Play](#): practical guidance for creating outdoor play experiences in early learning and childcare.

Scotland's Strategic Framework

Scotland currently follows a COVID-19 levels system. There are 5 levels (0-4) and each has a different set of rules on what you can and cannot do. [Find out the level and rules for an area](#) using the postcode checker. [Get information on the latest COVID-19 situation](#).

As set out in the Strategic Framework, to best tackle the virus and protect people, we moved to an approach based on five levels of protection. This allows for a rapid and proportionate responses to be taken – locally or nationally – using a transparent range of measures and options. It also allows us to avoid, where possible, a ‘one size fits all’ approach, where a part of the country with lower rates of infection lives with restrictions designed to suppress the virus in higher rate areas.

The Strategic Framework also reiterates that the unique impacts of the pandemic on children and young people, coupled with the necessity to ensure it does not prevent them receiving the best start in life, mean we must prioritise keeping schools and regulated childcare safe, open and welcoming, where it is safe to do so. It is recognised that, to enable this to happen, other mitigations may need to be put in place in the individual settings as well as in wider society.

1.1 The [Advisory Sub-Group on Education and Children's Issues](#) provides advice to support and inform the development of operational guidance for providers of learning, childcare and children's services. It is chaired by Professor Carol Tannahill, Chief Social Policy Adviser to the Scottish Government and gives detailed consideration of how public health advice can be applied to operational implementation. Members include scientific and public health experts, clinicians and academics, as well as experts in education, early learning and children's services.

1.2 At its meetings on 18th May and 15th June, the Advisory Sub-Group on Education and Children's Issues agreed that we could align some of the COVID risk mitigations in the suite of guidance for the formal childcare sector to levels of community transmission and that a sensible approach to doing that would be to align to protection levels. Reflecting the impact of the mitigations on reducing risk of transmission, the Sub-Group recommended:

- no change to the guidance on: face coverings; physical distancing between staff; ventilation; visits by parents; and staff working with the same cohorts of children as much as possible
- we can align to protection levels the restrictions on: cohort size; visits to the setting by specialist staff; the use of peripatetic staff; and blended placements; and enhanced cleaning regimes
- we can align some of the mitigations to protection levels more quickly where provision is outdoors.

Unless otherwise stated, the protective measures set out in this guidance represent the ‘core’ or standard protective measures that should be in place in all settings across all five protection levels. Where measures can be aligned with protection level these are set out in tables embedded in this document. **It is important to make clear that Level 0 is not a return to normal.** It is still too soon to specify if and when that would happen. These measures have been augmented in line with

scientific and public health advice in the current context of prevalence levels. Implementation and adherence to these measures is essential to ensuring the ongoing safety of children and young people, as well as the staff who have worked hard to keep settings open.

In addition to the implementation of these mitigations, at any protection level, settings may be asked to respond to local issues, and specifically to local outbreaks. The measures put in place in wider society at different levels of the Strategic Framework have been designed to reduce community transmission sufficiently to allow schools and regulated childcare settings to remain open safely. However, there may be circumstances in which, based on clear evidence and public health considerations, specific settings require either to close, or to implement additional restrictions, for a defined period of time. All such decisions will be made in line with the independent advice of local Directors of Public Health, who will take account of wider public health considerations according to their statutory duties.

On a regular basis, and particularly where there is a move between levels, settings should review their implementation of this guidance, and ensure compliance with core and additional public health measures.

Community level risk will continue to be monitored and managed by local health protection teams who will advise on how to respond. To allow them to do this effectively local health protection teams rely on cases being reported to them as soon as possible. Childcare settings have an important responsibility to contact their local health protection team immediately if there is:

- a single confirmed (test positive) case of COVID-19;
- any suspicion that there may be an outbreak of cases, i.e. two or more confirmed cases in 14 days;
- or an increase in the background rate of absence due to suspected or confirmed cases of COVID-19.

Information about how to contact your local health protection team can be found at this [link](#). Managers must also notify the Care Inspectorate in the event of a suspected case and all confirmed cases of COVID. Notifications and guidance are available through eForms.

In the event of a local community outbreak and/or an outbreak in a childcare setting, at any protection level, settings may be asked by the local health protection team to implement additional restrictions, beyond those set out in this guidance, for a defined period of time. There may also be circumstances in which, based on clear evidence and public health considerations, specific settings require to close for a defined period of time. All such decisions will be made in line with the independent advice of local Directors of Public Health, who will take account of wider public health considerations according to their statutory duties. To keep children and staff in childcare settings safe and to reduce risk in the wider community, it is essential that settings follow any advice from their local health protection team.

Supporting the workforce to be confident and safe

We have a collective responsibility to enable all staff to feel confident when returning to the workplace. They should have the opportunity to read and discuss the following:

- [Public Health Scotland guidance](#)
- [The Strategic Framework for Reopening Schools and ELC](#), and
- The framework document [COVID-19: framework for decision making – Scotland’s route map through and out of the crisis](#)
- [Advice for the Coronavirus \(COVID 19\): Advisory Sub-Group on Education and Children’s Issues](#)

Providers should communicate extensively with their staff to ensure that they are clear and confident in implementing the required public health measures and processes in advance of settings reopening to all children. There must be clearly defined training sessions for staff on the risk mitigations set out in this guidance. To prepare for the return to school age childcare for all children in the future, staff must be given the opportunity to highlight the need for any further local training to help reassure and protect themselves and their colleagues.

We have developed [an animation to raise awareness of some of the key risk mitigation measures](#) included in this COVID-19 Guidance for School Age Childcare Services. It focuses on the behaviours that all staff in settings should be demonstrating to reduce the risk of transmission of the virus. We have also produced [guidance to accompany this animation](#).

The animation is designed for use in staff training sessions. Settings may find it helpful to bring staff together to watch the animation, discuss the behaviours that they see and recognise how to keep each other, and the children they work with, as safe as possible.

Settings should not use watching the animation as a substitute for reading the full guidance. This is especially true for managers of settings who must read the full guidance to understand the measures that they should implement in service planning.

Routine asymptomatic testing of childcare staff

The Scottish Government has made available routine asymptomatic at-home testing using lateral flow devices (LFD), twice a week to all day care of children services including school age childcare services. This does not replace the existing procedures for testing of staff who have symptoms of COVID.

Testing is voluntary and nobody is required to undergo testing without consent, or excluded from a setting if they do not wish to be tested. However, we are encouraging staff and settings to participate, to contribute to the wellbeing of everyone in their setting and community. Adherence to the risk mitigations is key to controlling transmission but if the easing of risk mitigations in lower protection levels

make staff and parents nervous, participation in the testing programme may offer some reassurance.

All participants are encouraged to report their results through the gov.uk digital portal – whether the result is positive, negative or void. This enables us to monitor effectiveness of the programme and understand the level of demand for this kind of testing offer.

If staff are working from home, and not attending a setting, they should not participate. This is because the goal of the programme is to minimise the risks of COVID-19 in the physical setting environment. Any person who has had a PCR-confirmed COVID diagnosis in the previous 90 days is exempt from further testing unless they develop symptoms, in which case they should stay at home and arrange a PCR test via the usual NHS inform route.

Step by step guidance has been shared with schools and childcare settings attached to schools via Objective Connect. The guidance was developed in collaboration with NHS Test and Protect and the UK Department for Health and Social Care to support schools and childcare settings in the delivery of the Schools Asymptomatic Testing Programme.

All staff, students on placement, and children and families, should continue to be vigilant for coronavirus symptoms. The asymptomatic testing programme using LFD testing does not replace the current testing policy for those with symptoms. If their asymptomatic test is positive, the member of staff must isolate and access a confirmatory PCR (polymerase chain reaction) test as per their usual symptomatic testing channel, even if they are without symptoms. If their asymptomatic test is negative, they can remain at work unless symptoms develop but should not consider themselves free from infection and must still adhere to all mitigations. On the occasion that a symptomatic staff member has used a LFD test and has returned a negative result, they should still self-isolate and arrange a PCR test.

Anyone who experiences symptoms of coronavirus must self-isolate immediately and arrange a PCR test at www.gov.uk/get-coronavirus-test. People with symptoms must not rely on a negative LFD result to continue to attend their setting.

Staff Wellbeing and Professional Learning Support

The Scottish Government is working with partners from across the childcare sector to develop a directory of existing mental health, wellbeing and professional learning support for ELC, and school age childcare, practitioners and childminders. This is updated and shared across the education and childcare sector at regular intervals and can found [here](#).

In addition, Scottish Government has worked with Early Years Scotland to develop a new [Wellbeing Hub](#), a website which sets out vital information for the sector on maintaining their wellbeing at this difficult time, and creates opportunities for staff to connect with each other.

It is also important that professionals from across the childcare sector are provided with safe and supportive spaces to connect with colleagues from across Scotland in a virtual environment, to allow for professional dialogue and peer support to take place during this challenging period. The Scottish Government will work with Education Scotland to create such opportunities, for example via further instances of the successful #BeingMeBlethers professional learning events, which have enabled practitioners from across the childcare sector to engage in shared learning via Twitter.

Children’s wellbeing, nurture and experiences

Staff will be aware that the pandemic will have had a unique impact on each child and their family, as well as themselves and their colleagues at work. It is important that the child is at the centre of their practice to ensure quality, whilst balancing safety and risk. Staff should support children and families to understand the need for the changes.

It is essential, that school age childcare continues to be informed by the principles which underpin high quality provision. While aspects of practice may be delivered differently, practitioners will still be working to meet the needs of their children and their families.

Children have the right to play and learn, as set out in Article 31(1) of the United Nations Convention on the Rights of the Child. Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life.

In Scotland, the Government has enshrined children’s right to play outdoors every day in its national Health and Social Care Standards – “As a child, I play outdoors every day and regularly explore a natural environment” (HSCS 1.32).

Practice that reflects the principles of nurture and the importance of relationships is also key.

Getting it right for every child (GIRFEC), with its focus on wellbeing, recognises that children and young people have the right to expect appropriate support from adults to allow them to grow and develop and to have their voices heard. Working in partnership with parents is essential, with two way sharing of information being fundamental to this. The GIRFEC approach is about responding in a meaningful, supportive way which puts the wellbeing of children and families at the heart of any support.

The national practice guidance [‘Realising the Ambition: Being Me’](#) talks about the crucial role of the environment. This includes the importance of physical spaces; the human, social environment of positive nurturing interactions; and children’s experiences. Settings need to be confident that they are providing experiences and sensitive interactions in a variety of outdoor and indoor spaces, in ways which best support the needs of children within the context of the recovery period. This will help

develop the emotional resilience young children need to form a secure wellbeing base.

High quality play and support in school age childcare services

During the COVID-19 recovery period settings will require to adjust how they provide high quality provision. Some aspects of practice will need to be delivered in different ways to ensure the safety of all. Further information can be accessed through the [‘Realising the Ambition: Being Me’](#) page on the National Improvement Hub to provide practical support with this. The principles that underpin that high quality however remain unchanged. Best practice will:

- put the best interests of the child at the heart of decision making;
- take a holistic approach to the wellbeing of a child;
- work with children, young people and their families on ways to improve wellbeing;
- advocate preventative work and early intervention to support children, young people and their families; and
- believe professionals must work together in the best interests of the child.

The playwork principles relate specifically to school age childcare. Principle 1 states that all children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity. It is fundamental to the healthy development and well-being of individuals and communities. According to Principle 5, the role of the playworker is to support all children and young people in the creation of a space in which they can play. Staff should support children and families to understand the need for the changes and encourage them to help, where possible, to design the delivery of care services.

Physical activity is important for children’s overall health and wellbeing however certain games and activities are not advisable at this time. Consideration should be given to adaptations or alternative activities to ensure children can enjoy their experiences of school age childcare whilst reducing the risk of physical contact.

Communication

Consultation with all staff, parents, providers and trade unions should be carefully undertaken when implementing this guidance, to ensure that all those concerned understand the changes that are required and are confident in the revised arrangements. The Advisory Group and Sub-Group on Education and Children’s Issues have both emphasised the importance of staff and families being actively engaged in establishing new practices and routines; and of public health (including good hygiene) becoming a core part of processes. Inductions for new staff must include guidance on the setting’s measures to ensure good infection prevention and control.

National information for parents is available from [Parent Club](#).

Settings will need to communicate any new arrangements to parents and carers in advance of children returning, particularly where there are new routines and procedures that children and families will need to understand and follow. This should reinforce the need for parents/carers to physically distance and wear face covering when dropping off/ collecting children. Settings should also include information risk mitigation measures in information for new families taking up places.

COVID-19 Guidance

Managers and staff in the setting must make themselves familiar with [COVID-19 advice available from Public Health Scotland](#), and regularly review that information. It is important that the most up-to-date guidance is used, and that managers and staff are knowledgeable about current guidance. Always access guidance online wherever possible and check regularly for any updated advice.

Risk Assessments

Employers must protect people from harm. This includes taking reasonable steps to protect staff, children, young people and others from COVID-19 within the setting. Managers must ensure that risk assessments take place on a setting by setting and individual basis where required. To help with setting-level risk assessments, the Health and Safety Executive (HSE) has [an example COVID-19 risk assessment](#) which provides a general framework for all business sectors. Guidance on how to undertake individual level risk assessments for members of staff is available in [guidance produced by the Scottish Government](#).

Setting-level risk assessments are expected to consider all risks identified in respect of COVID-19 and must take account of the relevant guidance from Public Health Scotland, and the [Health and Safety Executive](#). The assessment should directly address risks associated with coronavirus, so that appropriate measures can be put in place to control those risks for everyone. All risk assessments should be reviewed regularly and as circumstances change. Risk assessments must be refreshed in the context of new variants of concern and of this guidance.

Settings should ensure that they implement pragmatic and proportionate control measures which reduce risk to the lowest reasonably practical level. They should have active arrangements in place to monitor that the controls are:

- effective;
- working as planned; and
- updated appropriately considering any issues identified and changes in public health advice.

Staff, staff representatives and trade unions should be consulted in the development and updating of risk assessments. Plans and risk assessments should be communicated to parents and must be shared with all staff. This must include staff who are employed within the service but who do not provide direct care to children such as catering or cleaning staff. Support staff have a key role to play in reducing the risk from COVID-19 and it is important that they understand and follow the changes to procedures required to reduce the risk of the spread of infection.

This dialogue in relation to the risk assessments should identify what measures are working, where improvements are possible and identify any remaining gaps. Reviews of measures and risks should be frequent. Mitigation measures should be

implemented as soon as the need for them is identified and assessment of compliance should be undertaken on a daily basis.

Providers should consult extensively with their staff to ensure that they are clear and confident in implementing the required public health measures and processes.

The provider must undertake regular health and safety checks of the building concerned prior to reopening, including water quality sampling for legionella and other bacteria.

Home working

Scotland follows a Covid-19 levels system and the advice on home working is now aligned with the protection level where you live and work. Please check the latest advice on home working here: [Coronavirus \(COVID-19\) protection levels: what you can do - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/covid-19-protection-levels/what-you-can-do/pages/12/index.aspx). [Check the level for an area](https://www.gov.scot/publications/covid-19-protection-levels/what-you-can-do/pages/12/index.aspx) using the postcode tool.

Home working will be new to many and may have been implemented at pace, without normal health and safety planning to ensure people have suitable working arrangements and equipment. Employers are responsible by law for the health, safety and welfare at work of their workers and these responsibilities apply wherever their staff are working. Arrangements for the welfare of employees must provide for homeworkers, as well as those who work in the employer's workplace.

If an employer is asking their employees to work from home, consideration must be given to the type of environment they are being asked to work in. Caring responsibilities - which often are undertaken by women, multigenerational households - which may be a particular issue within certain minority ethnic groups, space constraints and noise levels are just some of the considerations that need to be taken into account. Assumptions should not be made that everyone has a suitable place from which to work at home, this should be explored with each employee.

Full [home working guidance](#) provides more information on this.

Please also see the HSE advice on [home working](#) for further information.

Support for specific groups

Those who are at the highest clinical risk from coronavirus (those on the shielding list)

This guidance applies to those who are at **the highest clinical risk from coronavirus (known** as those who are on the shielding list). Information on who is considered to be at highest risk is available at <https://www.gov.scot/publications/covid-shielding/> / along with advice and support for this group. Everyone in this cohort will have received a letter from the Chief Medical Officer..

Please encourage staff and parents of children on the shielding list to consider joining the free text messaging service for people at highest risk from coronavirus. To join, they can send a text from their mobile phone with their Community Health Index (CHI) number to 07860 064525. They can also get information from the free National Assistance Helpline on 0800 111 4000.

There are levels of extra advice to protect people with the highest clinical risk (those who are on the shielding list), aligned to the protection levels 0 – 4. As the protection levels change, the extra protection advice for people on the shielding list may change. The additional protection level advice can be found at [Coronavirus \(COVID-19\): shielding advice and support - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-covid-19-shielding-advice-and-support-gov.scot/pages/risk-assessment/). People at highest risk should still follow the advice for the general public as a minimum.

There is also additional advice for children, young people and adults about going to work or attending schools and other education settings including early learning and childcare at [Covid-19 Guidance for Shielding](https://www.gov.scot/publications/covid-19-guidance-for-shielding/pages/risk-assessment/).

The current guidance for staff who live or work in an area that is in Level 4 and who can't work from home, is that they should not go to work. The advice at Levels 0-3 is that they can go to work in the workplace if they can't work from home.

It is essential that employers conduct a COVID-19 risk assessment which will help them to identify measures which can be implemented to reduce the risk of transmission in the workplace. **Please see link to the Joint [statement](#) by the Scottish Government, Police Scotland, Health and Safety Executive and local authorities on safe workplaces.**

It is the employer's responsibility to regularly carry out workplace risk assessments and put in place measures to make the workplace as safe as is reasonably practicable to try and minimise the risk to staff including contracting COVID-19.

There is guidance for employers and employees on making the workplace safe at Coronavirus (COVID-19): <https://www.gov.scot/publications/coronavirus-covid-19-general-guidance-for-safer-workplaces/pages/risk-assessment/>). This includes an individual workplace risk assessment (COVID-Age) tool, which employees can use to show their employer their assessment of personal risk. This can help discussions with employers about any additional adjustments or arrangements needed to make the workplace and duties safe

Where people on the shielding list have a concern they should discuss this with their employer. It is the employer's responsibility to make the workplace and duties safe. Employees also have a responsibility to comply with safe working practices. Any concerns can be discussed with managers or employers. Further advice is also available from:

- Occupational Health services provided by your employer, where available
- a Health and Safety representative in your workplace
- your workplace's Human Resources (HR) department
- your trade union or professional body

- the [Citizens Advice website](#) or the free Citizens Advice Helpline on 0800 028 1456, (Monday to Friday, office hours)
- the Advisory, Conciliation and Arbitration Service (ACAS)

Information in relation to pupils' attendance and absence is published by [Scottish Government Education Analytical Services](#). This may assist individuals' and employers' understanding of case numbers in relation to school age childcare settings, which may be helpful as part of risk assessment within the individual setting.

Parents/carers may wish to have a discussion with their child's healthcare team if they are unsure or have queries about returning to or attending school because of their own health condition.

Household members of people on the shielding list and work

Family members of people on the shielding list can go to work if working from home is not possible in protection level 4. It is the employer's responsibility to make sure the workplace and duties are as safe as possible. Household members of people that are shielding should discuss their concerns with their employer.

Employers can also, at their discretion, furlough people through the Coronavirus Job Retention Scheme which has now been extended until September 2021. They may also be able to furlough people in the event that they have caring responsibilities resulting from COVID-19.

Support for those who have underlying health conditions

Clinically vulnerable staff (including those who have underlying health conditions, but who would not be on the shielding list) can continue to work in settings, subject to a dynamic risk assessment confirming it is safe to do so. Arrangements should be made to enable appropriate physical distancing for all staff. For clinically vulnerable staff it is especially important that if they have to spend time within 2 metres of others, settings must carefully assess and agree with them whether this involves an acceptable level of risk.

Where any concerns do exist, [guidance for people with underlying health conditions](#) has been prepared and will continue to be updated. Staff who have underlying health conditions will wish to be aware of this advice in order to inform discussions with their employer, trade union and/or healthcare team.

Considerations related to pregnancy

In line with the UK Government [Coronavirus \(COVID-19\): advice for pregnant employees](#), which applies in Scotland, pregnant staff of any gestation should only continue working if a risk assessment advises that it is safe to do so.

Schools and local authorities should follow the [Royal College of Obstetricians and Gynaecologists](#) advice to try and keep the risk of exposure as low as is practically possible to pregnant employees, particularly in the third trimester. Normal pregnancy

risk assessments should also be undertaken, and appropriate attention paid to mental health and wellbeing.

Coronavirus (COVID-19): Individual Risk Assessment Guidance

On 27 July 2020 Scottish Government published COVID-19 Occupational Risk Assessment Guidance. This guidance includes an easy to use, individual risk assessment tool that takes into account ethnicity, age, gender, BMI and health conditions to give an overall COVID-19 risk age.

Staff and employers in all sectors now use this guidance to determine whether or not, the workplace is safe and it is safe for the individual to be at work. This guidance is relevant to staff who have an underlying health condition, or are anxious about risks in the workplace. The guidance is based on the latest clinical and scientific advice on COVID-19 and is updated on a regular basis.

The clarity this tool brings has been widely welcomed, as we now know that certain minority ethnic groups are more vulnerable to COVID-19 and that simply viewing medical conditions in isolation, does not accurately predict an individual's vulnerability.

The most important part of the process is the conversation that takes places between a manager and a member of staff. It is essential that the outcome from these conversations is agreed by both parties. The conversation should take into consideration, workplace risks, and the control measures that can be put into place, to agree a course of action regarding work duties. The guidance also signposts to further medical advice and support for those with complex vulnerabilities.

Support for children with Additional Support Needs

Every child will have different levels of required support. It will be important as part of the risk assessments carried out to consider the individual needs of a child or young person. Where there is a need to work in close proximity with adults and children people the appropriate safety measures should be put in place based on that risk assessment. Guidance on [supporting children and young people with additional support needs](#) is published by the Scottish Government.

Providers should have individual risk assessment processes in place to support individuals in the groups above.

Infection Prevention and Control

There are a range of key practices that providers should consider in relation to hygiene and the prevention and control of the spread of infection.

Cleaning practices

The provider must undertake appropriate and thorough cleaning of the premises prior to reopening where necessary, including areas that may have been closed or

out of use for a number of weeks. This may need to be undertaken in conjunction with the owner or manager of the premises.

Consideration should be given to the cleaning strategy to be adopted in the setting once it reopens. All cleaning should be carried out in accordance with [COVID-19 – guidance for non-healthcare settings](#) (which includes advice on, amongst other things, detergents/ cleaning products) and [Infection Prevention and Control in Childcare Settings](#) guidance.

This should be an extension of the cleaning regime normally used in childcare settings, with touchpoints such as table-tops, chairs, doors, light switches, banisters, equipment sinks, and toilets cleaned more regularly. There should be routine cleaning and disinfection of touchpoints such as door handles and hard surfaces as detailed in the table below. This should include equipment for staff use (e.g. telephones, desks, handles, keyboards, door handles, kettles, and tables).

Careful consideration should be given to the cleaning regime for sensory rooms and soft play areas, to ensure safe use.

Settings must ensure their cleaning practices for toys and soft furnishings reflect the requirement at each protection level:

Table 1 Enhanced cleaning requirements by protection level

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--|---|---------|---|--------------------|
| Soft furnishings (such as throws and bedding) should be laundered in accordance with usual cleaning schedule. | Soft furnishings (such as throws and bedding) should be laundered frequently - as a minimum weekly. | | Soft furnishings such as throws and bedding should be used for individual children. If shared they should be laundered between use. If individual, they should be laundered frequently and as a minimum weekly. | |
| <p>Toys and equipment that children access should be cleaned daily or, if groups of children change during the day, on a sessional basis</p> <p>At least twice daily cleaning and disinfection of frequently touched objects and hard surfaces.</p> <p>Water and playdough should be replaced daily or, if groups of children change during the day, on a sessional basis.</p> <p>If soft furnishings (such as throws and bedding) have been used by a child who shows symptoms of COVID, they should be removed and laundered as quickly as possible.</p> <p>Settings should continue to emphasise the importance of good hand hygiene.</p> | | | | |

Lead-in time for adapting to change in protection level: as soon as the protection level increases

Children should be discouraged from bringing items from home to the setting. We recognise however that some children may require a transitional item as a comforter and consideration should be given as to how to safely manage this to ensure children are supported in their transition to the setting.

Table 2 Sharing of resources (such as story bags) between setting and home

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--|---------|---|---------|--------------------|
| Settings can share resources between setting and home. | | Settings should restrict the sharing of resources between setting and home. | | |
| <p>There must be no sharing of resources if there is a positive case in the home or an outbreak in the setting. A cluster or outbreak of COVID-19 occurs when a school has two or more confirmed cases of COVID-19 within 14 days. The local health protection team should be notified. If a plausible transmission link between two or more cases is identified within the school setting, this is indicative of an 'outbreak'; if not, it is referred to as a 'cluster'. The outbreak will be 'closed' by the local health protection team.</p> <p>The setting should emphasise to families the importance of good hand hygiene when handling resources that are shared with/by the setting.</p> | | | | |

Lead-in time for adapting to change in protection level: as soon as the protection level increases

Evidence on fomite transmission has continued to evolve and Public Health Scotland have now advised that we can remove from guidance the requirement to quarantine items returned from home for 72 hours. Enhanced hand hygiene, as set out later in this section, should be adhered to by all staff, children and families and is a more proportionate way of reducing the risk of fomite transmission. (Fomites are objects or materials which may carry infection.)

If children need to bring school-bags or other personal items to the setting, arrangements should be made to manage storage of these items safely in cloakrooms or other area in order that they are not brought into and used within the children's play and activity areas.

The risks of transmission are reduced when children are outdoors and so we would not wish access to individual or laundered outdoor clothing to be a barrier to this. Where possible, parents should provide the necessary clothing for outdoor play. Where this is not possible and children need to share outdoor clothes or footwear, risks can be reduced by ensuring good hand hygiene before and after dressing. This applies at all protection levels.

Outdoor play equipment and resources should be included in any cleaning regime.

Careful consideration should be given to the cleaning regime for sensory rooms and soft play areas, to ensure safe use. Where the school age childcare service has access to a school gym or resource area a cleaning schedule for these areas and

equipment within them should be agreed with the school. Soft toys should also be removed or washed after use by each child/cohort.

Surfaces in eating areas should be wiped down and disinfected in between each cohort of children.

Cleaning of staff areas should be an integral part of the overall cleaning strategy. Staff should use their own cup/cutlery and ensure these are cleaned straight after use.

All crockery and equipment used should be cleaned with general-purpose detergent and dried thoroughly before being stored for re-use.

There is not a requirement to use fog, mist, vapour or UV (ultraviolet) treatments in ELC settings to help control the spread of coronavirus. Should a provider choose to use one of these it is important these are used appropriately. Any use of these treatments for these purposes should form part of your COVID-19 risk assessment and clear rationale would be required through risk assessment as to whether such devices would be appropriate. Users must be competent and properly trained. These treatments can be used in a larger space or room in addition to enhanced cleaning and disinfecting, but not as a substitute.

Disinfectants applied as a fog, mist or vapour may reach harmful levels during delivery and UV systems may cause eye/skin damage if people enter an area undergoing treatment. People should not enter rooms being treated by UV or disinfectants applied as fog, mist or vapour. Discuss with suppliers what safety features they can provide to prevent inadvertent access to a room during treatment, for example hazard-monitoring sensors.

Locking rooms during the treatment will help to contain the emissions but other measures such as taping of doorway gaps or plastic screening off of some areas of the room may also be required. Good ventilation will also help clear the disinfectant after the treatment if this can be controlled from outside of the room.

Up-to-date [guidance on the use of fog, mist, vapour or UV \(ultraviolet\) treatments](#) is available from the Health and Safety Executive.

Temperature and ventilation

In its [advice published on 3 March](#), the Advisory Sub-group recommended, that **greater emphasis should be placed on ventilation**, by keeping windows open as much as possible, and doors open when feasible and safe to do so. A card with ventilation advice for everyone at work can be found here: [ventilation advice card](#). Settings may find it helpful to display this to remind staff of how to help ensure effective ventilation.

Settings should ensure that risk assessments are updated appropriately for the season, to consider issues around ventilation and heating/warmth that are relevant to their specific environments. They should consider areas of the setting where air

flow (including pockets of stagnant air in occupied spaces) and/or temperature may be problematic, and the strategies that may be used to address these issues and mitigate risks appropriately.

The primary effective method of increasing natural ventilation remains the opening of external doors, vents and windows. All settings must ensure the opening of doors and windows to increase natural ventilation where it is practical, safe and secure to do so, while maintaining appropriate internal temperatures.

Potential approaches to help achieve an appropriate balance of ventilation and internal temperature in the colder months may include:

- partially opening doors and windows to provide ventilation while reducing draughts
- opening high level windows in preference to low level windows to reduce draughts
- refreshing the air in spaces by opening windows, vents and external doors at times which avoid user discomfort (e.g. between sessions or when children are outdoors)

The suitability of solutions will depend on a range of local factors including building type, occupancy patterns and weather conditions.

All settings must ensure as a minimum, that adequate levels of ventilation are provided in line with existing guidance (Care Inspectorate “Space to Grow”, and the Workplace (Health, Safety and Welfare) Regulations 1992).

For all settings, an adequate level of ventilation is likely to be indicated by a CO₂ concentration of no greater than 1,500 ppm as measured by a CO₂ monitor. Where settings have a CO₂ monitor we advise you use this to assess your setting periodically.

For the private and voluntary sector, a minimum temperature of 16 C is required under the Workplace (Health, Safety and Welfare) Regulations 1992.

In local authority settings where School Premises Regulations apply, the minimum ventilation rate in a nursery classroom is 2 air changes per hour and minimum temperature is 17 C.

Keeping doors open (with appropriate regard to safety and security) may also help to reduce contact with door and window handles. However, internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system). The Fire Safety Risk Assessment should always be reviewed before any internal doors are held open

Ventilation Systems

Where it is not possible to keep doors and windows open, and centralised or local mechanical ventilation is present, systems should wherever possible be adjusted to

full fresh air. If this is not possible while maintaining appropriate internal conditions, systems should be operated to achieve statutory requirements as a minimum. Where ventilation units have filters present, enhanced precautions should be taken when changing filters. Ventilation systems should be checked or adjusted to ensure they do not automatically adjust ventilation levels due to differing occupancy levels. HSE guidance on ventilation systems can be [found on the HSE website](#).

Enhanced hand and respiratory hygiene

Arrangements should be implemented for enhanced hand and respiratory hygiene by adults and children in the setting.

Where possible, disposable paper towels, kitchen roll or hand dryers should be used. Where this is not practical, individual towels must be available for each child, and these must be laundered each day. There are a [range of resources available from the NHS](#) to encourage children with handwashing. NHS Education for Scotland (NES) has produced a video to demonstrate the correct way to wash your hands, called [Washing hands with liquid soap and warm water](#).

Antibacterial hand gel is not recommended for children when soap and water is available. A Health Protection Scotland [2018 SBAR \(Situation, Background, Assessment, Recommendation\) on hygiene requirements in outdoor nurseries in Scotland](#) states that the use of alcohol-based hand rubs (ABHRs) and non-ABHRs should be discouraged in children under the age of five.

[Health Protection Scotland guidance on infection prevention and control in childcare settings](#) advises that if there is no running water, hand wipes can be used. If wipes are being used in situations where running water is not available, it is recommended that hands are washed with soap and water at the earliest opportunity.

School age childcare services must ensure that handwashing facilities are accessible for children. They may wish to have a supply of antibacterial hand gel available to staff at the entrance to the setting. Staff should ensure enhanced hand hygiene measures are in place including washing their own hands and the hands of all children:

- Ensure all staff and children frequently wash their hands with soap and warm water for 20 seconds.
- Handwashing should take place:
 - On arrival at the setting
 - Before and after eating
 - After using the toilet
 - At regular intervals throughout the day.
 - When moving between different areas (e.g. between different rooms or between inside and outside), where the handwashing facilities are not near the entrance to the outdoor play area the service may wish to have a supply of hand gel at the door for children
- Encourage children not to touch their face.
- Where appropriate, supervise children washing their hands and provide assistance if required
- Never share water in a communal bowl when washing hands

- Always dry hands thoroughly
- Clear signage regarding the washing of hands after using the toilet should be displayed. Where appropriate, this should be agreed with the building owner or manager
- Avoid using personal items (e.g. mobile phone)
- Staff and children should cover the nose and mouth with a disposable tissue when sneezing, coughing, wiping and blowing the nose.
- Dispose of all used tissues promptly into a waste bin, and ensure that bins are emptied regularly of waste.
- If you don't have any tissues available, cough and sneeze into the crook of the elbow and wash hands at the first opportunity

Catering

[Guidance from Food Standards Scotland \(FSS\), which includes a risk assessment tool and checklist](#) should be followed. Any setting wishing to provide a breakfast service should follow this risk assessment tool and checklist. Further advice around mitigating any issues identified by the risk assessment can be requested from the local environmental health team. Additionally, this [Q&A from FSS](#) may be useful. Assist FM have also produced updated [catering advice](#).

Physical Distancing

It is advised that certain public health measures are implemented where practicable. This includes physical distancing, where measures fall into two broad categories:

- increasing separation
- decreasing interaction.

It is essential that a holistic approach is maintained in caring for children and that care providers are alert to the range of emotions that many of the children attending during the pandemic may be experiencing. This means that it is important for everyone to anticipate children's emotional needs when planning for staffing requirements as there may be additional challenges helping children navigate this difficult time. This will also be an anxious time for many of the staff too and it is essential that their health and wellbeing is considered.

In order to minimise risks of transmission, staff should remain physically distanced from children where possible. Prolonged periods where adults and children are in close proximity should be avoided, or if this is not possible, they should be limited as far as possible. Providers will wish to consider how the risk of close contact is mitigated. Considerations include taking into account the age group of the children concerned and the particular situation, including whether the contact is taking place indoors or outdoors.

The [Strategic Framework for Reopening Schools and ELC](#) states that it is not appropriate for young children or for some children with ASN to maintain the models of physical distancing that would be suitable for most older children, either practically or in terms of child development. In particular, it may not always be appropriate or

possible to implement strict physical distancing between children or between a child and an adult.

Further guidance on meeting the needs of children with additional support needs is provided within [Coronavirus \(COVID-19\): supporting children and young people with complex additional support needs –gov.scot](#)).

Primary school age children are not required to physically distance from each other. Primary school age children should remain physically distanced from staff where possible. It is important however for children to feel secure and receive warmth and physical contact that is appropriate to their needs. Staff will need to be close to the children at times, particularly young children, and should feel confident to do so.

Secondary age children should maintain a 2m distance from adults in the setting in order to reduce risks of transmission.

Settings should develop ways to support children to access toilets safely, promoting privacy and dignity, taking account of physical distancing principles. Services should implement measures with a view to being able to ease them as soon as it is safe to do so, to ensure the maximum benefit to the child's experience as soon as is practicable.

Physical Distancing between adults in the setting (including parents at drop-off and pick-up times)

Physical distancing between adults remains a fundamental protective measure that should apply at all times. Individual physical distancing applies to staff, parents (and any other adults who may attend the setting) and any external contractors or delivery people. It is essential that all these groups are taken into consideration.

Adults in settings should stay 2 metres apart in line with physical distancing principles. This will reduce likelihood of direct transmission, and allow for more effective contact tracing through Test and Protect.

All staff rooms, canteens, bases and offices should be reconfigured to ensure the physical distancing rule of 2 metres is able to be maintained. Where there is not sufficient space to support distancing, for example in staff rooms, offices or work areas, risk assessments should be carried out, and consideration should be given to measures such as limiting the number of adults in any one space at any one time, staggering staff breaks, creating additional staff work or welfare areas, use of rotas to manage access to spaces, and the use of face coverings etc.

Learning from outbreaks across a range of sectors suggests that lapses in adherence to physical distancing can occur when staff take breaks from work and mix with colleagues outside or in staff rooms and other social areas. Staff should be reminded that the requirements to physically distance applies at all times, including during breaks and before and after sessions. The only exception to this is for staff who live in the same household, have formed an [extended household](#) in accordance

with the [guidance](#) or where there are health and safety reasons why staff have to come within 2 metres of each other.

The experience of providers since reopening shows that use of physical distancing will reduce the overall number who need to isolate in the event of a child or staff member becoming ill with COVID-19.

Limiting children’s contacts

Reducing the number of interactions that children and staff have is a key part of reducing risk in settings. This will reduce likelihood of direct transmission, and allow for more effective contact tracing through Test and Protect.

The experience of providers since reopening is that limiting interactions reduces the overall number who need to isolate in the event of a child or staff member becoming ill with COVID-19.

Providers should consider carefully how to apply the principles in this section to their settings. Settings must apply proportionate, risk-based approaches to limiting contacts.

- Contacts must be limited by managing children within groups. Consistency of groups is important, and children should remain within the same groups wherever possible. More than one group can use a large space, but children should not mix freely with children in other groups, including in open plan settings. In such settings, the layout of the playroom should be carefully considered to allow groups to remain separate. Use of management approaches such as clearly allocated areas, or physical barriers such as furniture etc. should be used to support separation of groups. The management of groups should be planned locally depending on premises and space available.

The appropriate size of groups will depend on the age and overall number of children, and the layout of the setting. The general approach should be to minimise the size of groups where possible. Large indoor groupings should be avoided.

- Now that we have moved to protection levels, the Advisory Sub-Group on Education and Children’s Issues have agreed that the size of cohorts can vary according to the protection level in which the setting is located.

Table 3 Cohorting of children

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--|--|--|--|--------------------|
| The only restriction on group size is registration capacity. | To limit interactions children should be managed in consistent groups with a maximum size of 56. | To limit interactions children should be managed in consistent groups with a maximum size of 48. | To limit interactions children should be managed in smaller groups, at most equivalent to those in primary school classes – e.g. max 33. | |
| | Children should remain within the same groups wherever possible and should not mix freely with children in other groups. To avoid confusing children, this should apply when children are outdoors as well as indoors. | | | |

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--|---------|---------|---------|--------------------|
| <p>When settings are making decisions about exact cohort size (within the maximum specified above), they should consider the impact on the number of children and staff required to self-isolate when one or more person in the group tests positive.</p> <p>Group sizes and the associated transmission risks should be reflected in the setting's risk assessment. This includes in level 0 where settings should demonstrate that they have considered the risks if they decide not to retain restrictions on group size.</p> | | | | |

Lead in time for adapting to change in protection levels: as soon as possible but no more than 7 days.

- Staff members should work with the same groups wherever possible. While the size of groups may vary across protection levels, limiting the number of children, and the number of groups that a staff member is in contact with is important. Where cover is required for breaks, toileting etc, this should be managed within the staff working with a particular group. If staff are, through necessity, to work with other groups, this should be for limited periods, with appropriate risk mitigation measures adopted. Staff should ensure strict hygiene practices are carried out if they are caring for different groups.
- The minimum space standards for school age childcare settings should be in line with the [early learning, childcare and out of school care services: design guidance](#). In addition to this, consideration should be given to what additional space may be required to manage children and staff's contacts. A flexible approach to the use of all existing spaces within the setting should be considered.
- Consideration should be given to the removal of unnecessary items in the setting to maximise capacity and decrease the number of items requiring cleaning, while ensuring the children still have adequate resources and furnishings to support quality experiences.
- Sharing of resources should be minimised. Where resources are used by different groups (e.g. on a rotational basis), cleaning between uses in accordance with requirements must be undertaken.

School age childcare providers must keep clear records showing which adults and children spend sustained periods of time together in order to support effective practice in following [Test and Protect](#) protocols in the event of an outbreak.

Staff must ensure hygiene practices are carried out, and this is especially important if they are caring for different groups of children. Depending on the delivery model and attendance pattern of children a staff member may care for more than one group of children over the week.

Children who require additional support should be cared for in line with their personal plan which should be kept under review as public health measures evolve.

Limiting staff contact with each other

Just as reducing the number of interactions that children and staff have is a key part of reducing risk in settings, so too is reducing the number of interactions that staff have with each other.

When agreeing staff working patterns, settings are encouraged to maintain as much consistency as possible in the staff who work in close proximity, especially in areas where physical distancing is more challenging. While this may not always be possible, having the same groups of staff working together consistently across each week will reduce the risk of transmission among staff. It will also help to limit the number of staff who might need to self-isolate through Test and Protect.

Face Coverings

The Advisory Sub-Group on Education and Children's Issues has provided updated advice on the use of face coverings, in light of the latest scientific evidence and the [advice of the World Health Organisation](#), which was published on 22nd August 2020. A [further update](#) was published on 30 October 2020. The advice notes that the volume of evidence supporting the initial scientific position on a key benefit of face coverings (protection of others from infection by the wearer) has grown. There is also emerging evidence to suggest that the wearer of a face covering can be protected to some extent from infection by others.

Considering the changed position on infection and transmission rates in the community, the evidence and experience of settings re-opening between August and October 2020, and recent scientific evidence, the Sub-Group strengthened its advice on face coverings in 2020 to manage the main area of risk within schools and settings, which is adult to adult transmission. The need for compliance should be strongly reinforced, particularly in areas where lapses leading to incidents have been observed by public health teams (e.g. adult-to-adult distancing).

To align with the advice within the guidance for schools, face coverings should be worn by adults indoors wherever they cannot maintain a 2 m distance from other adults and/or primary school age children.

To align with the guidance for secondary age pupils in school, children of secondary age should wear face coverings indoors.

Face coverings should also be worn in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):

- when adults and secondary age children are moving around the setting in corridors, office and admin areas, break rooms (except when eating) and other confined communal areas, (including staff rooms and toilets)

- in line with the current arrangements for public transport, where adults and children and young people aged 5 and over are travelling on dedicated transport.

Face coverings are only one of the measures to suppress COVID-19 and these should not be used to substitute the other measures needed to contain the virus. Therefore, when wearing a face covering, good hand and respiratory hygiene and physical distancing between adults should still be enforced.

Face coverings should be worn by parents and other essential visitors to the setting (whether entering the building or otherwise), and should be strongly encouraged when parents/carers drop-off and pick-up their children.

Where local decisions on the strengthened use of face coverings are made, it will remain vitally important to consider the potential impact on children and young people, including via the appropriate use of Equality Impact Assessments.

Some children may need additional support/reassurance about the reasons for adults wearing face coverings. The wellbeing and needs of the child should remain a focus of attention.

The use of face coverings could have an impact for children with additional support needs (which includes any level of hearing loss). These impacts should be carefully considered as communication for these children relies on the ability to see a person's face clearly. This is also important for children who are acquiring English and who rely on visual cues to enable them to be included in play and activities. With this in mind, the wearing of transparent face coverings might be considered appropriate in some situations.

Clear instructions are provided to staff and children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. The key points are as follows:

- Face coverings must not be shared with others.
- Before putting on or removing the face covering, hands should be cleaned by washing with soap and water or hand sanitiser if handwashing facilities are not available.
- Make sure the face covering is the right size to cover the nose, mouth and chin. Children should be taught how to wear the face covering properly, including not touching the front and not pulling it under the chin or into their mouth.
- When temporarily storing a face covering (e.g. during sessions), it should be placed in a washable, sealed bag or container. Avoid placing it on surfaces, due to the possibility of contamination.
- Re-usable face coverings should be washed after each day of use at 60 degrees centigrade or in boiling water.
- Disposable face coverings must be disposed of safely and hygienically. Children and young people should be encouraged not to litter and to place

their face coverings in the general waste bin. They are not considered to be clinical waste in the same way that used PPE may be.

Settings should follow the current public advice that recommends that face coverings are made of cloth or other textiles and should be at least two, and preferably three, layers thick and fit snugly while allowing you to breathe easily.

The Scottish Government continually reviews the current policy position on face coverings in light of emerging scientific evidence and advice. It remains the Scottish Government's judgement that face coverings provide adequate protection for use in the community and in most workplaces because they are worn in addition to taking other measures, such as physical distancing.

Further general advice on face coverings is available on the [Scottish Government website](#). This includes a [poster that provides useful reminders about how to wear face coverings safely](#).

There should be regular messaging to adults about these instructions, with a clear expectation that face coverings are worn in the relevant areas except for those who are exempt.

Personal Protective Equipment (PPE)

The use of PPE by staff within childcare facilities should continue to be based on a clear assessment of risk and need for an individual child or young person, such as personal care where staff come into contact with blood and body fluids. Following any risk assessment (individual or organisational), where the [need for PPE has been identified](#) using the [HSE Personal Protective Equipment \(PPE\) at Work guide](#), appropriate PPE should be readily available and staff should be trained on its use as appropriate. Where the use of PPE is risk assessed as being required, staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations), and suitable waste facilities provided.

No additional PPE measures are required for general use in school age childcare settings. Staff should continue to follow existing local guidance on the use of PPE. Examples of this include:

- Staff carrying out intimate care should wear a disposable, single-use plastic apron and gloves. Advice is available on glove selection in the [National Infection Prevention and Control Manual](#).
- Staff should have access to disposable single use gloves for spillage of blood or other body fluids and disposing of dressings or equipment. Local infection control procedures that outline safety and protocols should be stringently followed and adequate training provided. This includes procedures for putting on and taking off PPE, the disposal of soiled items; laundering of any clothes including uniform and staff clothing, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.
- Hand hygiene is essential before and after all contact with a child receiving intimate or personal care, before putting on PPE, after removal of PPE and

after cleaning equipment and the environment. Hands should be washed with soap and water.

In cases of suspected COVID-19, Use of PPE should be based on risk assessment. Risk assessments must consider all factors affecting the protection of staff and children including any additional distress and impact on wellbeing of the children. The following use of PPE may be considered:

- A fluid-resistant surgical mask should be worn by staff if they are looking after a child who has become unwell with symptoms of COVID-19 and 2m physical distancing cannot be maintained while doing so.
- If the child or young person who has become unwell with symptoms of COVID-19 needs direct personal care, gloves and aprons, fluid resistant surgical mask and eye protection (goggles or a visor) should be worn by staff.
- Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.

Where the use of PPE is being considered within a setting the specific conditions of each individual setting must be taken into consideration and comply with all applicable legislation, including the Health and Safety at Work etc. Act 1974, Personal Protective Equipment Regulations 1992 and the Management of Health and Safety Regulations 1999 which outlines the process of, and legal requirements for, risk assessment.

Specific guidance [COVID-19: guidance for first responders](#) has been developed and published for first responders who, as part of their normal roles, provide immediate assistance requiring close contact until further medical assistance arrives. This guidance sets out clearly what a first responder is required to do if they come into close contact with someone as part of their first responder duties. It covers the use of PPE and CPR.

Staying vigilant and responding to COVID-19 symptoms

The whole school age childcare service should be vigilant for the symptoms of COVID-19, and to understand what actions they should take if someone develops them, either onsite or offsite. It is essential that people do not attend a setting if symptomatic. Everyone who develops symptoms of COVID-19 must self-isolate straight away, stay at home and arrange a test via the appropriate method. Their household must also self-isolate.

The key COVID symptoms are:

- new continuous cough
- fever/high temperature
- loss of, or change in, sense of smell or taste (anosmia).

All staff and parents and carers should be advised that anyone with these symptoms, or who has had contact with a family/community member with these symptoms, should not attend or should be asked to return home. They should also be told to follow [Test and Protect procedures](#).

All staff working in and with settings should be supported to follow up to date health protection advice on household or self-isolation and [Test and Protect procedures](#) if they or someone in their household exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the virus. Guidance on this is available from [NHS Inform](#), [Parent Club](#) and [gov.scot](#).

The National Clinical Director has also written an [open letter](#) to parents and carers providing guidance on how COVID-19 symptoms differ from those of other infections circulating at this time of year. Some of the key points to ensure that parents, carers and staff are aware of are as follows:

- It is essential that people do not attend a setting if symptomatic.
- Everyone who develops symptoms of COVID-19 – a new, continuous cough, fever or loss of, or change in, sense of smell or taste - must self-isolate straight away, stay at home and arrange a test via the appropriate method (see below).
- People who live in the same household as a person with symptoms must also self-isolate straight away and stay at home.
- All contacts are now being asked to take a COVID test. This doesn't replace self-isolation and any contact who has a negative test during the isolation period must still complete the 10 day isolation period recommended for contacts, as they may still be incubating the COVID-19 virus. Contacts who test positive will be asked to self-isolate for an additional 10 days from the day of the test result. Any contact who has a positive test during their isolation period will be managed as a case and subject to contact tracing.
- School age childcare setting staff who opt to undertake asymptomatic testing do not need to self-isolate while awaiting results, as long as no symptoms develop unless they are a close contact of a symptomatic and confirmed case, in which case they will need to self-isolate. If their asymptomatic test is positive, the member of staff must isolate until a confirmatory PCR is received, even if they are without symptoms. If their asymptomatic test is negative, they can remain at work unless symptoms develop but should not consider themselves free from infection and must still adhere to all mitigations.
- If the PCR test is positive, the person must remain in isolation until 10 days from symptom onset, or longer if symptoms persist or 10 days from the test date if there are no symptoms. The rest of the household must remain in isolation for 10 days from symptom onset in the symptomatic person, even if they don't have symptoms themselves. These people should not attend settings. The date of onset of symptoms (or of test, if asymptomatic) is to be considered day 1 of 10.
- Everyone who tests positive for COVID-19 will be put in touch with the local contact tracing team so that other close contacts can be identified. All close contacts who are in the same household as confirmed cases must self-isolate immediately.
- Everyone who needs to self-isolate as close contacts of confirmed cases must continue to do so for 10 days from their last day of exposure to the case, even if they have a negative test result. In a household, the 10 days starts on the date of symptom onset in the first case.

- Unless otherwise advised by Test and Protect or local Incident Management Teams, where children or staff do not have symptoms but are self-isolating as a close contact of a person who is a confirmed case, other people in their household will not be asked to self-isolate along with them.

Staff can book a test through www.nhsinform.scot, the employer referral portal (for staff only) or, if they cannot get online, by calling 0800 028 2816. Parents and carers can book a test on a child's behalf.

Settings, other than in those areas detailed in the following paragraph, will also be able to register their symptomatic staff as category 3 key workers under the employer referral portal, to ensure priority access to testing. The nature of this portal is to prioritise tests and appointments over the general public. This route directs individuals through to a Regional Test Centre or Mobile Testing Unit (whichever is nearer). For those who cannot access an RTC/MTU (if they do not have access to a car or live too far away), they can order a home test kit.

For settings in Orkney, Shetland and Eilean Siar, there are different routes to accessing a test in your local areas. School age childcare settings in these areas should liaise with their local Health Boards to ensure priority access to symptomatic testing for setting staff.

Unless staff are symptomatic or are advised to get a test by a healthcare professional, then testing is not a requirement. However, if members of staff are concerned that they have been at risk from infection, then they may request a test whether or not they have symptoms. If they have been identified as a close contact they must self-isolate regardless of any test result.

Staff should make such requests via their employer, who can book a test for them using the employer portal, or for staff in Orkney, Shetland and Eilean Siar, can advise staff on the testing arrangements with their local Health Board.

If a child develops symptoms of COVID 19 while in the setting, a ventilated space must be available for the child to wait in until they can be collected by their parent/carer. Where space allows, you should prevent contact with any other children in the setting. Ensure that guidance on the use of PPE is followed. Care must be taken however to ensure the appropriate levels of supervision of all children. The symptomatic child may also be asked to wear a face mask or face covering to reduce environmental contamination where this can be tolerated. Read the advice on [what to do if someone is symptomatic](#).

All staff and parents and carers should be advised that people who have symptoms, or who have household members who have symptoms, should not attend the setting, and should follow advice to self-isolate and book a test.

Advice on cleaning of premises after a person who potentially has COVID-19 has left the school premises can be found in the [Health Protection Scotland Guidance for Non-Healthcare Settings](#). Assist FM have also produced [complementary guidance on cleaning in schools](#).

International Travel

Policy on international travel is updated regularly.

Detailed and up-to-date guidance is available at [International travel and quarantine](#) .

Providers should engage with children and their families to ensure adherence to the legal requirements. Local health protection teams are available to offer further support where providers have concerns.

Test and Protect

Staff and parents who are smartphone users should be encouraged to download The Protect Scotland [contact tracing app](#) to help suppress the spread of COVID-19.

Managers and staff must be aware of [Test and Protect](#) arrangements should someone become unwell. If a member of the staff team has symptoms, they must self-isolate and not attend, and must contact the NHS to arrange to be tested at 0800 028 2816 or www.nhsinform.scot. You can find more information on the COVID-19 Test and Protect webpage.

All school age childcare settings are considered complex settings and cases will be prioritised and escalated to specialist local health protection teams.

All parents should be asked to mention childcare arrangements if contacted by or contacting the Test and Protect service.

If a parent/carer or staff member is contacted by a contact tracer and told to self-isolate for 10 days, the person should leave the setting to self-isolate at home straight away and, if possible, wear a face covering on route and avoid public transport if symptomatic. The Scottish Government has published [advice for employers](#) on how to support people who are asked to self-isolate.

If a child or staff member tests positive, the contact tracer will take into account the close contacts the person has had within the setting.

Childcare providers must keep clear records of children, adults and staff attending their settings, and of the composition of groups undertaking activities. These records will help to ensure rapid response and contact tracing should a positive case occur. This will enable employers to maintain records on staffing capacity in individual settings and to make judgements about whether it will be necessary to close settings temporarily due to high levels of staff absence. All providers should plan as much as possible to minimise the operational impact of individual staff or groups of staff being required to self-isolate.

Outbreak and Case Management

The management of single cases, clusters and outbreaks of COVID-19 is led by local health protection teams (HPTs) in health boards across all settings in society. For educational settings this occurs inclusively alongside local partners, such as childcare settings, schools and local authorities as well as Public Health Scotland, as required.

The procedures for incident and outbreak investigation and management are well established through [Managing Public Health Incidents](#).

Settings should ensure that they know how to contact [their local HPT](#) and their designated person is for doing so is often the Head Teacher.

A cluster or outbreak of COVID-19 occurs when a setting has two or more confirmed cases of COVID-19 within 14 days. If a plausible transmission link between two or more cases is identified within the setting, this is indicative of an 'outbreak'; if not, it is referred to as a 'cluster'.

For educational settings, Public Health Scotland advise that the local HPT is contacted when a single confirmed (test positive) case of COVID-19 occurs in a pupil or staff member or if there is suspicion of an outbreak of cases in a specific setting, e.g. an increase in the background rate of absence due to suspected or confirmed cases of COVID-19. In this way, the HPT can provide quick advice to settings to support risk assessment of the situation and any further action required.

Childcare settings will be expected to work closely with their local HPT to resolve such situations. Actions that school age childcare and other management teams may need to be involved in when cases of COVID-19 arise in staff or children include (but are not restricted to):

- attendance at multi-agency incident management team meetings
- communications with children, parents/carers and staff – these are vital to provide reassurance to school communities
- providing records of setting layout / attendance / groups
- implementing enhanced infection, prevention and control measures
- media communications.

Childcare facilities remain settings of low risk for COVID-19. The HPT will lead the incident management team (IMT) that usually co-ordinates such activities and through its members will investigate the circumstances of each incident and agree control measures. The investigation will involve reviewing risk assessments and compliance with existing guidance. Control measures may include hand hygiene reviews, enhanced cleaning regimes, adequate ventilation, reinforcement of messages on physical distancing, reminders about symptom vigilance and self-isolation and advice on face coverings and testing of children and staff, when needed. Usually childcare settings continue to operate throughout. In larger-scale clusters, it may be necessary to temporarily close a setting to facilitate cleaning or when staff capacity makes it unfeasible to remain open. Rarely do settings need to close on Public Health grounds. Any discussion of possible closures will be determined through the multi-agency IMT.

Settings should maintain appropriate records to support outbreak control measures and information flow between participating agencies must be facilitated respecting the principles of confidentiality and Data Protection legislation. In order to protect children and staff and to maintain access to education, confirmation of child and staff COVID-19 case and close contact numbers (including those self-isolating) are shared in confidence between the agencies.

Managers must notify the Care Inspectorate in the event of a first suspected case and all confirmed cases of COVID. Notifications and guidance are available through [eForms](#).

The Scottish Government has produced an [infographic](#) that can be used to remind staff of what to do if there is a suspected outbreak.

Surveillance

Scotland has an excellent programme of community surveillance. This allows us to monitor actively trends in the pandemic, both nationally and more locally.

There will also be specific surveillance in respect of educational staff and children/young people. This will draw on Covid related information from a range of sources and will cover all school ages.

We are also launching an additional surveillance programme which will see antibody testing for substantial numbers of educational staff volunteers to identify the prevalence of COVID-19 antibodies over time.

Taken together, these sources will allow regular reporting on indicators such as: overall incidence and swab positivity for Scotland; incidence and swab positivity for school-age children; number and proportion of all cases that are among school workers; hot spots by local authority area; number of clusters or outbreaks that are under investigation within educational settings; levels and changes in antibodies in educational staff; risks in teachers; and, if feasible, asymptomatic transmission among older children and school workers.

These data will inform decision-makers at different levels as they consider any adjustments to make to arrangements – including this guidance – or any investigations to be conducted at certain localities to explore what local responses are required.

Student placements

In the 2020-21 academic year, there has been an expectation at national level that HNC Childhood Practice students will continue their placements. To support colleges and childcare settings to offer placements to HNC students in academic year 2021-22, SSSC have published an Employer Toolkit to provide further information to support placement providers, students and centres to support the safe return of students to placements. The toolkit provides guidance and links to more information

to support the safe completion of the placement element where possible. It also contains links to risk assessment tools, current national guidance, frequently asked questions and an example contract. [Read the toolkit here.](#)

In addition, the Scottish Government has now established a Learner Journey Ministerial Task Force, comprising representatives from colleges, universities, students and unions, to consider the challenges that colleges and universities face this academic year in delivering practical learning across all subjects with a placement element, including the HNC Childhood Practice. The immediate priority for the task force is to help students complete their courses and move into further study or employment. The task force will also consider arrangements if some students need to defer a part of their course. For HNC Childhood Practice courses, we continue to encourage colleges and employers to work together to identify placements for students which will enable them to complete their course by the end of the academic year.

Maximising use of outdoor spaces

Evidence suggests that outdoor environments can limit transmission, as well as more easily allowing for appropriate physical distancing between staff and between groups of children. Staff should consider how they can safely maximise the use of their outdoor space.

Where school age childcare services have access to an outdoor area or garden, they should try to use this space as much as possible during each session. If outdoor equipment is being used, settings should aim to ensure that multiple groups of children do not use it simultaneously, as well as considering appropriate cleaning between groups of children using it.

Staff should liaise with parents to take the necessary precautions to protect children from the elements and this should include suitable clothing for the weather, head coverings and sunscreen when appropriate in summer and suitable outer clothing to allow outdoor play in winter. [Advice on sun safety](#) is also available from the NHS.

Using outdoor spaces extensively during sessions may allow for more children to access the service, provided this is in line with staffing ratios and Care Inspectorate registration capabilities. Staff should therefore consider how they can safely maximise the use of outdoor spaces. Staff should plan for children to enjoy active energetic play across each session and this may include making use of other outdoor areas near to the service. Within any public spaces staff should be aware at all times of the need to keep children distanced from any other children who are not part of the setting, and / or other adults who may be in the vicinity. Children should not share outdoor clothes or footwear.

Guidance to promote high quality learning and play experiences for children outdoors is available [here](#).

[Guidance on organised outdoor sport for children and young people](#) should also be considered when planning and preparing for physical activity and sport.

[Guidance](#) on school trips and visits was published on 14 August.

Singing, music and drama

[Advice](#) from the Advisory Sub-Group on Education and Children’s Issues shows that there are increased transmission risks associated with music and drama activities.

The Sub-Group had specifically considered the question of singing in childcare settings and concluded that singing should not happen indoors as an organised, large group activity. However, the Sub-Group recognised that children sing naturally in the course of activities and play, and should not be discouraged from doing so, and that singing can also be used to comfort young children when necessary.

The sub-group has now reconsidered its [advice](#) in the light of the ongoing success of the vaccination programme, in suppressing community transmission and the importance of singing for the health and wellbeing of children well as their social, physical and cognitive development.

At level 4, the sub-group’s advice is as above – that singing should not happen indoors as an organised, large group activity. Some settings have allowed this outdoors and where that is the case this should be take place with as many appropriate mitigations as possible (at low volume; for short periods of time; in small groups; and with greater physical distancing). As before, children need not be discouraged from singing naturally in the course of activities and play and singing can also be used to comfort young children when necessary.

Table 4 Singing

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--|--|---------|---------|---|
| Singing indoors and outdoors is permitted | At levels 3, 2 and 1, singing outdoors and indoors is permitted for children and adults in childcare settings, as long as careful attention is paid to ensuring effective and adequate ventilation and subject to risk assessment and other risk mitigation measures being implemented. Other risk mitigations include singing: outdoors or indoors in large, well ventilated spaces; at low volume; for short periods of time; in small groups; and with greater physical distancing between adults (even beyond the minimum 2 metres). | | | Singing should not happen indoors as an organised large group activity. |
| At any protection level, children need not be discouraged from singing naturally in the course of activities and play and singing can also be used to comfort young children when necessary. | | | | |

Lead-in time for adapting to change in protection level: as soon as the protection level increases

Provision of Meals and Snacks

It is important to ensure that mealtimes are a relaxed and enjoyable time where children can socialise while practical measures are in place to control the spread of infection.

Staff should follow good hygiene practices when preparing or serving food including enhanced hand hygiene. There is no need for additional PPE at meal and snack times.

School age childcare providers may wish to consider the following approaches to minimise interaction between groups at dining times and in dealing with associated logistical issues. Arrangements in each setting will depend on whether food is being prepared on the premises.

The appropriate approach may also depend on the number of groups of children in the setting during each session. Arrangements should ensure children can eat at appropriate times and that physical distancing is maintained between groups. Considerations may include:

- Increasing the space for dining or implementing staggered dining arrangements, with children eating in their designated groups.
- Having set snack times for groups.
- Consider whether it would be beneficial for children to stay in play spaces to eat.
- Maximising the use of the outdoor environment for meals and snacks.
- Support children to wash hands before and after eating.

Transitions

Moving between different areas within settings

When following a cohort approach, providers may wish to consider the following:

- **One-way systems:** If feasible, settings may wish to adopt one-way systems within corridors and stairs. This may help avoid bottlenecks and ease travel around the setting. Where a provider is based in a school or other community building it will be helpful wherever possible to consider this in partnership with other users.
- **External circulation:** As part of a circulation strategy it may be beneficial in some settings to encourage the use of external areas to move between parts of the building. This may reduce the use of internal areas and also provide fresh air. Safety in all weathers and security issues would require to be considered in each location.

- **Signage/communication:** Appropriate signage and/or verbal communication with children, parents and staff about the system adopted may need to be implemented if it differs from previous. Again where a provider is based in a school or other community building it will be helpful wherever possible to consider this in partnership with other users. Signage may be used to remind all adults to wear a face covering when passing through these areas where it is not possible to maintain a 2m distance to reduce transmission risk and/or to remind staff to wait until others have passed.

Peripatetic Staff: Settings should review use of peripatetic staff, to reflect the current advice for the level in which they are located.

Table 5 Use of peripatetic and agency staff, including peripatetic managers

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|---|---|---------|--|--------------------|
| No restrictions on the use of peripatetic or agency staff | Peripatetic and agency staff should not attend more than one setting in the same day. | | Peripatetic and agency staff should only attend settings in person where it is demonstrably necessary to support the health and wellbeing of young children and should not attend more than one setting in the same day. | |
| <p>The use of peripatetic staff should be included in the settings' joint risk assessment and mitigations should include reducing the number of children and other staff that staff members work with across settings.</p> <p>Staff, whether permanent or agency/bank, must not work across two premises if there is an outbreak in one. A cluster or outbreak of COVID-19 occurs when a school has two or more confirmed cases of COVID-19 within 14 days. The local health protection team should be notified. If a plausible transmission link between two or more cases is identified within the school setting, this is indicative of an 'outbreak'; if not, it is referred to as a 'cluster'. The outbreak will be 'closed' by the local health protection team; risk assessment of the second location may be needed to establish any transmission risk.</p> <p>Consideration should be given to sharing of information such as setting contact details, to support contact tracing.</p> <p>Students may attend the setting for a placement block provided they are attending only one setting</p> | | | | |

Lead-in time for adapting to change in protection level: As soon as possible but no more than 7 days from the change in protection levels

- **Staff working or volunteering for other organisations/employer, or across settings:** where staff work for a single employer with more than one setting, they should be supported to work in the same setting as far as possible. However it would not be appropriate to require staff to cease working or volunteering with

another organisation or employer if that would be allowed under normal contract terms, even if this means that they are attending more than one setting or work place. In these circumstances, staff should discuss arrangements with the manager and consider how to reduce risk of transmission across settings. This arrangement should also be reflected in the setting’s COVID risk assessment which should set out the measures in place to reduce risk of transmission across workplaces (such as good hygiene practice, maintaining records of contacts, limiting unnecessary contact and stringent adherence to self-isolation in the event of contact with a suspected or confirmed case).

It is recognised that the above restrictions on movement of staff between settings may impact on the ability of some practitioners to continue with the patterns of work they would have chosen prior to the COVID-19 response period. Where this is the case, employers/heads of centres should undertake early engagement with staff who will be affected, and unions where appropriate.

- Settings should, in partnership with related partners and local public health teams, pay very close attention to any evidence suggesting the potential for emerging bridges of transmission between settings. In the event that any such evidence is identified, they should consult immediately with local public health teams on any requirement to pause or further reduce such movement between settings.

School Age Childcare - Blended Placements

This relates to children attending more than one setting (for example, more than one setting that provides school age childcare). For the purposes of this guidance, it is assumed that all children attending school age childcare will also be attending a school or other educational establishment.

It remains very important to continue to minimise the number of contacts and risk of transmission, and to maintain progress in suppressing the virus. Guidance on blended placement is specific to the setting’s protection level.

Table 6 Blended placements

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--------------------------------------|---|---------|--|--------------------|
| All blended placements can go ahead. | The risk of transmission is lower where group size is smaller and lower where provision is outdoors. For this reason, blended placements need not be restricted when they involve a fully outdoor setting provided the blended arrangement involves no more than two settings. They also need not be restricted when they involve | | The risk of transmission is lower outdoors and so blended placements need not be restricted when they involve a fully outdoor setting, provided the blended arrangement involves no more than two settings. With the exception set out above children should ideally attend one | |

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|--|--|---------|---|--------------------|
| | <p>indoor settings – if one of the settings is caring for fewer than 12 children, provided the blended arrangement involves no more than two settings.</p> <p>With the exceptions set out above, other blended placements are permitted only where they ensure access to high quality childcare and meet childcare need.</p> | | <p>setting only but blended placements are permitted to ensure access to high quality childcare and to meet childcare need.</p> | |
| | <p>The use of blended placements should be reviewed on a case-by-case basis.</p> | | | |
| <p>Blended placement must be supported by a refreshed risk assessment that has been undertaken in collaboration with parents and all providers involved in the care of the child.</p> <p>If there is an outbreak within the child’s cohort arrangement in either of the settings that the child attends, blended placements must be suspended. A cluster or outbreak of COVID-19 occurs when a school has two or more confirmed cases of COVID-19 within 14 days. The local health protection team should be notified. If a plausible transmission link between two or more cases is identified within the school setting, this is indicative of an ‘outbreak’; if not, it is referred to as a ‘cluster’. The outbreak will be ‘closed’ by the local health protection team</p> <p>The decision about which one setting the child should attend while the blended placement is suspended should be made in discussion with the family and the settings involved.</p> | | | | |

Lead in time for adapting to change in protection level: as soon as possible but no more than 7 days

School age childcare workers may undertake drop-off and pick-up from schools but physical distancing with other adults must be maintained.

Where it is judged that a child can continue to attend more than one setting, consideration should be given to sharing of record keeping across settings, to assist with any Test & Protect process. Any records should be managed in a way which is consistent with the requirements of GDPR.

Sharing School Premises and Community Premises

Many school age childcare services operate from school or community premises that are shared with others. Where services have their own entrance, exit and general facilities including toilets and kitchen facilities they should follow this guidance as a stand-alone service.

Where services share facilities with schools, they should consider the following:

- Engage in early discussion with the local authority to agree use of premises
- Potential implications of the school operating model
- Arrangements for cleaning
- Maintaining physical distance from other users
- Make Arrangements for the use of outdoor spaces

Where services make use of community spaces and facilities, they should consider the following:

- Early discussion with local authority or landlord to agree continued use of premises or facilities
- Potential implications of sharing spaces with other community groups including maintaining physical distance with other users
- Arrangements for cleaning
- Maximising use of outdoor spaces where available

Evacuation Procedures

If the layout of facilities is changed, and/or circulation routes or entry/exit points are altered, consideration should be given to evacuation procedures (e.g. in the event of a fire or other incident).

Muster points should also be considered to ensure appropriate physical distancing arrangements are maintained between individuals/groups as far as practically possible. It is important that any changes are communicated to children and staff and that appropriate practices are carried out at the earliest convenience.

Evacuation arrangements should be included as part of the risk assessment for the setting.

Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes.

Settling in

Individual settings have established practice for settling children and their families into the setting and this should continue wherever practicable and safe to do so. It is important that children are sensitively supported into their new arrangements, while maintaining physical distancing between adults. Education Scotland have developed two resources to support transitions during COVID restrictions: [Transitions in 2020](#) and the [Wakelet on Supporting young children at points of transition](#).

Providers may wish to provide a virtual tour of the setting to children and parents prior to the child attending. Wherever possible when a child is settling into the service, this should be undertaken with the parent or carer in an outdoor area away from other children. It is important that relationships are developed and the settling in period reflects the needs of the children.

Providers should consider how they will support staff, parents and children to familiarise themselves to the revised layouts and movement patterns described above. For children with additional support needs (ASN), settings must work in partnership with parents, lead professionals, children and young people to establish what support and plans need to be put in place to meet their needs. Enhanced transitions may be considered for all children, including those with ASN, such as through visual representations and plans of physical distancing in their settings. View the [guidance on support for continuity in learning](#).

Providers may wish to consider the following approaches:

- A map could be distributed and also displayed in the setting detailing entry/exit points and new circulation patterns, for use by children, staff and parents.
- Social stories and videos could be shared with children in advance to explain what will be new and what the childcare session will be like.
- Drawing on learning from the retail sector, clear signage and colour coding on walls and floors could be implemented prior to return to help with wayfinding.
- Appropriate visuals will be particularly important for children. These will need to be clear and child friendly to enable them to be understood by as many children as possible. These could include signs that display meaningful symbols. Any signage that involves direct interaction from children will need to be cleaned regularly and additional methods of communication should also be considered.

Visitors to the setting

Specialist visitors to the setting

The advice for specialist visitors is specific to protection level. Specialist visitors include allied health professionals, local authority quality improvement officers, Education Scotland and Care Inspectorate inspectors and improvement advisors, and specialist coaches and instructors, and other bodies to delivering their legal duties to the setting.:

Table 7 Visits to the setting by specialist staff

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|---|---|---------|---|--------------------|
| No restrictions on visits by specialist staff | Visits by any specialist staff can take place where it supports the health, wellbeing, care or development of children. | | <p>Visits by any specialist staff should take place only where it is demonstrably necessary to support of the health and wellbeing of children (for example in relation to child protection issues or addressing additional support needs) and it is not possible to provide this support remotely.</p> <p>Specialist visitors should not attend more than one setting in the same day.</p> | |
| | <p>Telephone calls, online meetings and ‘virtual’ visits should be the norm for regular and other meetings with specialists.</p> <p>Visits should be with the permission of the setting manager or head teacher</p> <p>Visits should take place outdoors wherever possible.</p> | | | |
| <p>Tradespeople can visit to carry out essential repairs or maintenance to support safe or effective running of the setting or to support future capacity building. They should remain 2 metres from staff and children.</p> <p>Visits by specialist staff and tradespeople should be included in the setting’s risk assessment.</p> <p>Specialist visitors should maintain 2 metres physical distance from staff in the setting.</p> <p>If the visit takes place indoors, ensure that the 2m physical distancing requirements can be strictly adhered to, the meeting space is well ventilated, face coverings are worn and that there is a supply of alcohol based hand rub available to visitors at the entrance to the setting.</p> <p>Visits should be with the permission of the manager or head teacher.</p> | | | | |

| Level 0 | Level 1 | Level 2 | Level 3 | Level 4/Stay local |
|---------|---------|---------|---------|--------------------|
| | | | | |

Lead-in time for adapting to change in protection level: as soon as protection level changes

Visits to the setting by parents/carers

This section of the guidance will be reviewed again at the start of the 2021/22 academic year but for now visits to the setting by parents should be avoided unless necessary. This includes visits for outdoor events such as sports days and leaving celebrations.

Telephone calls, online meetings and 'virtual' visits should be the norm for regular meetings with parents. However, where it may be in the best interests of children for a parent or carer to attend in person, this should be considered on a case by case basis, for example in relation to child protection issues, addressing additional support needs or where a parent has a disability which affects communication over the telephone or online.

When face to face communication is essential, this should be reflected in risk assessments and risk mitigations and physical distancing guidance should be adhered to. Consider whether essential face to face communication could take place outdoors. If it takes place indoors, ensure that the 2m physical distancing requirements can be strictly adhered to, the meeting space is well ventilated, face coverings are worn and that there is a supply of antibacterial hand gel available to visitors at the entrance to the setting.

Additional arrangements for sharing information between staff and families should be agreed to ensure that clear lines of communication are available where face to face contact is being reduced, for example this might include (where appropriate) video messaging, phone calls or text messages, photographs or email. When settings communicate using these additional measures they must also consider the General Data Protection regulations (GDPR), and update their existing privacy policies where necessary.

Transportation

During term-time, school age childcare services regularly care for children from a range of different schools. In many cases, the children are transported to the school age childcare service using private service operators, while other services rely on school buses to transport children, particularly in rural areas.

Dedicated transport used by the service should be regarded as an extension of the premises and physical distancing measures between children attending the service are not necessary (subject to continued low levels of infection within Scotland).

National Transport Guidance

Read the latest [guidance on how to remain safe when walking, cycling and travelling in vehicles or on public transport during the coronavirus outbreak](#). This includes information on the support that Transport Scotland and Sustrans are providing to local authorities on improving routes to better enable physical distancing.

Providers should ensure that local arrangements and advice to staff, parents, carers and children and young people for travelling to and from their setting is consistent with the latest national guidance. Elements that could be considered include:

- encouraging staff, parents, carers and children and young people to plan their journey to and from the setting, and to minimise pressure on public transport and the road network through walking or cycling where possible;
- encouraging children and young people and parents/carers to follow physical distancing when travelling to and from the setting as advised in the above guidance;
- encouraging staff and children and young people to wash or sanitise hands before and after travelling;
- options to minimise the number of staff and children and young people travelling at peak times, for example through staggering start and finish times;
- when travelling on public transport or in a taxi or private hire vehicle or when in a bus or railway station, passengers over the age of five must wear a face covering unless they have a condition for which a face covering would be inappropriate.

Drop Off & Pick Up

The arrangements for parents to drop off and collect children require careful consideration, to ensure that large gatherings of people can be avoided, and physical distancing between adults is maintained. Physical distancing between staff and other adults (including parents) must be adhered to at all times.

Where possible parents should not enter buildings.

Some approaches that school age childcare providers should consider include the following:

- Parents and carers (and siblings where they are required to accompany parents) should be strongly encouraged to wear face coverings at drop off and pick up.
- Staggered and allocated drop off/pick up times (so that not all children arrive onsite at one time).
- Parents/carers and other family members should be discouraged from gathering outside the setting and should maintain distancing of 2 metres, as far as practicable, when dropping off children. Appropriate markings may be introduced outside the entrance to the setting to support physical distancing.
- Consideration of additional access points and children's routes to play and activity spaces when they arrive at the facility in conjunction with the building owner or manager where appropriate. This could include children heading

straight to the area in which their group are working, which could be indoors or outdoors, after washing their hands.

- For those arriving by car, parents may be encouraged to park further away from the setting and then walk with their children to avoid congestion, or alternatively use active travel routes where feasible.
- Staff and parents should only share a vehicle with those from their household or extended household. If they have no other option, they should follow the [safe travel guidance](#) at the Transport Scotland website which provides advice on how to share vehicles safely.
- When staff drop off or pick children up from school careful consideration should be given to ensure children are safe and that there is appropriate staffing to escort children following physical distancing.
- Particular consideration should be given to meeting the individual needs of families where children have complex needs or disabilities.
- The advice is not to use public transport in a level 4 area. If the use of public transport is essential, encourage staff and parents to plan their journey to and from their setting, and to minimise pressure on public transport. They should also be encouraged to plan other forms of transport to minimise pressure on the road network and consider walking or cycling where possible.
- Where parents are dropping off children and it is not possible to maintain physical distancing between adults, staff should wash hands after the child is safely in the service.
- Encourage staff, parents to follow physical distancing when travelling to and from your setting, as advised in the latest guidance on [how to remain safe when walking, cycling and travelling in vehicles or on public transport during the coronavirus outbreak](#).

Considerations in applying the guidance

The practical guidance on implementing public health measure provides the basis for settings to operate safely. These measures will change the way that providers deliver services. When implementing these measures, providers will have to consider how this will affect their operating model. This will differ from provider to provider, and from setting to setting, and a single guidance document could not cover the range of possible settings and delivery models across Scotland.

Capacity

The public health measures described above may have an impact on capacity, and that impact may be different depending on the physical layout and staffing approaches in each setting. Providers will need to assess whether there is a capacity impact for each available space in their setting, and how this affects the number of children that can be safely provided for in the setting. Providers should assess what capacity is available before making offers of placements to parents.

Key principles to consider in assessing capacity impact are discussed below. As stated previously, public health advice may evolve over time and you should regularly check online to make sure you are working to the most recent version of this guidance.

Physical capacity

The physical capacity of the setting may be affected by public health measures, including the option to work in small groups, the need to minimise contact between groups as far as is possible, ensure physical distancing for adults, and ensure enhanced hygiene practices. Providers should review the layout of settings and consider **how many children can be accommodated safely at any one time**. This may be below the normal Care Inspectorate registered capacity of the setting based on current floor space requirements.

Where the availability of premises has been compromised, for example where school estate is not available due to deep cleaning or school session times, you are advised to communicate with your local authority in order to ascertain the availability of alternative indoor or outdoor premises. If you are considering use of alternative premises, you must discuss this with the Care Inspectorate who will advise if you require to apply for a variation to your conditions of registration.

Staffed capacity

The staffing requirements may be affected by public health measures. Small groups may require additional staff for example to ensure groups remain separate, to accompany children to the toilet, to cover breaks, holidays or self-isolating absence. Staff may also need to clean play equipment etc. on a much more regular basis as well as monitoring and supporting children's hygiene practices. Potential absence and reduced staff availability due, for example, to self-isolation, may also affect a setting's capacity to delivery services. Consideration should be given to the impact on vulnerable staff as discussed above.

Providers should review staffing models and consider how many children can be safely accommodated throughout the day.

Hours of opening

Settings across the country operate a range of models, including term time only or all year models, holiday provision, wrap-around care or breakfast club. Providers may wish to consider what hours of opening are required to meet the needs of parents while responding to public health measures, and to offset reduced physical or staffed capacity.

If appropriate and deliverable, extending the opening hours of a setting each day or across more days of the week or weeks of the year may offer more capacity to enable more children to attend.

Financial impact

We recognise that any restrictions on operating may affect the cost of delivery of services per child. If the number of children that can be accommodated in a setting, or within a given staffing model, is reduced, there may be an increase in the cost per hour of childcare. However, the extent of this impact will vary from setting to setting, and will be closely linked to capacity. There may also be additional costs, relating to implementation of public health measures for cleaning and hygiene requirements. These increases in cost base may apply throughout the period where these public health measures are in place.

The Scottish Government is currently progressing a Financial Sustainability Health Check of the childcare sector in Scotland. The Health Check, which commenced in late April 2021, is gathering evidence of the impact of COVID-19 on the sustainability of all types of childcare providers, and will assess the impact of the range of financial support which has already been made available to the sector. It will also help to inform any future support for the sector and, as indicated in the updated [Interim Guidance on Funding Follows the Child](#) published in March 2021, any updates to the guidance on setting sustainable rates for providers delivering funded Early Learning and Childcare.

The findings from the analysis are expected to be made available during the summer, and we will progress this work in consultation with local authorities and childcare sector representative bodies.

Assessment of the impact on cost of childcare provision while these public health measures are in place must be based on an open, transparent approach. Providers should consider carefully what the impact of restrictions are on cost of delivery in their settings, and how this can be demonstrated.

Further information on support available to the sector throughout the recovery can be found on the [Scottish Government website](#).

Allocation of places

If capacity is reduced, careful consideration must be given to the allocation of places within a setting. Before making offers to parents, providers should consider the capacity within settings, and ensure that there is a clear and transparent approach to how allocations will be made. Where capacity is limited, settings should have regard to the principles for prioritising access to childcare set out in the [Strategic Framework](#).

Summary of Useful Resources:

This summary is not exhaustive.

- NHS Inform [Covid-19 General Advice](#)
- COVID-19: framework for decision making - Scotland's route map through and out of the crisis: <https://www.gov.scot/publications/coronavirus-covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/>
- [Coronavirus \(COVID-19\): stay at home guidance](#)
- COVID-19: strategic framework for reopening schools, early learning and childcare provision: <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/>
- COVID-19: schools, early learning and childcare settings - scientific evidence: <https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/>
- COVID-19: school and early learning and closures – guidance about key workers and vulnerable children: <https://www.gov.scot/publications/coronavirus-guide-schools-early-learning-closures/>
- COVID-19: physical distancing: <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19/coronavirus-covid-19-physical-distancing>
- [Advisory note from the Coronavirus \(COVID 19\): Advisory Sub-Group on Education and Children’s Issues about early learning and childcare](#)
- Coronavirus (COVID 19): Advisory Sub-Group on Education and Children’s Issues – [overview of the evidence that informed the decision to close early learning and childcare settings to all but the children of key workers and other priority groups, in the context of the Variant of Concern 202012/01.](#)
- [Advisory note from the Coronavirus \(COVID 19\): Advisory Sub-Group on Education and Children’s Issues about school transport](#)
- [Advisory note from the Coronavirus \(COVID 19\): Advisory Sub-Group on Education and Children’s Issues about physical distancing in schools](#)
- Scottish Government [guidance on unregulated children’s services](#)
- Public Health Scotland Guidance: <https://www.hps.scot.nhs.uk/>

- Test and Protect - Scotland's approach to implementing the 'test, trace, isolate, support' strategy: <https://www.gov.scot/publications/coronavirus-covid-19-test-and-protect/>
- [Education Scotland: ELC – Supporting Learning at Home during COVID-19](#)
- SOSCN [Case Studies from Emergency Childcare Provision](#)
- [Outdoor Learning Directory](#)

Hand Hygiene resources:

- Best practice guidance on how to wash hands: <http://www.nipcm.hps.scot.nhs.uk/appendices/appendix-1-best-practice-how-to-hand-wash/>
- NHS resources to encourage children to wash their hands: <http://www.nipcm.hps.scot.nhs.uk/resources/hand-hygiene-wash-your-hands-of-them/childrens-pack/>
- Video demonstration on the correct way to wash hands: <https://vimeo.com/212706575>

This is provided as guidance only and does not amount to legal advice. Settings may wish to seek their own advice on proposed activities and measures to ensure compliance with all legal duties.