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COVID-19 CHECKLIST FOR SCHOOL PRINCIPALS, EDUCATORS AND PARENTS

The following checklist was created in line with the Revised Standard Operating Procedures for COVID-19 Screening and cleaning of surfaces in schools, developed by the Eastern Cape Department of Education in consultation with the Department of Health (May 2020) to help schools prepare for reopening. Make sure your school is prepared for reopening by adhering to the following:

CHECKLIST FOR SCHOOL PRINCIPALS, TEACHERS AND STAFF		Check
1	Establish daily procedure for COVID-19 screening of learners and educators	
School Principal to establish a School Screening Team (SST) which may be comprised of SMT/educators/security staff, depending on availability of human resources at the school. SST will in charge of conducting daily COVID-19 screening at the school.		
Designate Volunteer "Queue Marshals" within the SST to ensure that learners and school personnel maintain physical distancing and that screening is conducted in an orderly manner and all learners that enter school are wearing masks properly. Any member of the Screening Team can be a Queue Marshal.		
Ensure that SST has non-contact infrared thermometer, masks, and 70% alcohol sanitizer to conduct screening, screening questionnaires and data collection tool.		
Ensure that All the SST members: <ul style="list-style-type: none"> - Wear face masks - wash/sanitize their hands regularly - do peer screening of each other before screening others - adhere to physical distancing measures - record the temperature of each person screened and the - symptoms as indicated on the checklist/questionnaire. 		
Ensure screening occurs at the gate on entry to school, first thing in the morning and last thing on exiting the school. In the morning both temperature screening and questionnaire screening must be done; in the afternoon only temperature screening.		
Ensure SST prepares for daily screening by setting screening stations (tables) prior to learners arrival at the school. Tables must be spread out so that separate orderly queues can be made.		

Clearly mark physical distancing spaces of at least 1.5m for the screening queues.		
Ensure procedure for screening is followed: <ol style="list-style-type: none"> 1. Learner or school personnel approaches the table where the screener will be standing on the other side. 2. Health questionnaire is collected. <i>Refer to Appendix 1 to see Health Questionnaire</i> 3. The learner/school personnel/staff temperature is taken with an Infrared thermometer and recorded. 		
SST to screen all school personnel daily for COVID-19 symptoms before entering school.		
SST to screen learners daily for COVID-19 before entering school. Refer to <i>appendix 2</i> for guidelines.		
2	Establish procedures if learner or school personnel shows symptoms during COVID-19 screening or becomes unwell.	
Ensure school is linked to a health facility by contacting the nearest health nearest clinic/hospital in order to receive appropriate services in the case learners or school personnel require testing and further COVID-19 related management.		
Ensure process for consulting with health care workers (nearest clinics/hospital) wherever possible. Learners/staff may need to be referred directly to a health facility (clinic/hospital), depending on the situation/context, or sent home.		
Ensure school has a designated PUI waiting area which is a room/classroom/sick bay where a learner/staff can be taken to if they show any COVID-19 symptoms. The PUI waiting area can be a classroom or room, with no thoroughfare possible, that is big enough to seat up to 4 PUIs with chairs that are spaced.		
If the answer to all the questions in the Health Questionnaire is "No", the learner/school personnel/staff can enter the school. If the answer is yes to any of the questions, the learner/school personnel will become a " Person Under Investigation " (PUI) and must be referred for testing.		
Ensure procedure for managing PUIs: <ol style="list-style-type: none"> 1. PUI to be taken to PUI waiting area 2. Inform parent/guardian. 3. Refer PUI to the health worker assigned to support the school. The health worker will decide on how best to manage the PUI. 4. The PUI may be referred to a health facility, those with medical aid, in consultation with the parent/s, may be referred to a private facility for testing. 5. Health facility will conduct testing for COVID-1. While waiting for results the Learner/school personnel must remain in quarantine. 6. If health facility decides that testing is not necessary then PUI must remain in quarantine at home for 10 days before returning to school. 		
Share procedures with school personnel, parents and learners ahead of time.		
3	Management of a confirmed COVID-19 case	
Obtain information from the health professional/health facility. The health professional has an obligation to contact school personnel and/or parents of the learner and the school and to		

	advice on further measures to be undertaken when an individual tests positive for COVID-19.	
	Ensure the school informs the District and Head Office and a record of the COVID-19 positive case must be kept.	
	The Learner, school personnel/staff must be isolated at a designated isolation site as determined/ assessed by a health professional, including their home.	
	Ensure that a learner or school personnel who has tested positive for COVID-19 recalls who they had close contact with in the past 4 days before onset of the symptoms, on the day the symptoms started and on the test. The names of all those on the contact list should be sent for testing	
	Ensure the learner, school personnel/staff member is allowed to return to school upon completion of the prescribed period of isolation; only with a mandatory letter of recovery from a health professional. In terms of the latest NCID COVID-19 Guidelines, there is no need to retest a confirmed case after 14 days.	
4	Promote and demonstrate regular hand washing and positive hygiene behaviours and monitor their uptake.	
	Ensure school offers Continuous Health Education to ensure that all learners and school personnel understand the reasons for screening and how they can prevent COVID-19 transmission. Assistance from the Department of Health and or from any available resource can be utilized in this regard.	
	Ensure SSTs manages the continuous cleaning of the school throughout the day.	
	Ensure adequate, clean and separate toilets for girls and boys.	
	Ensure soap and safe water is available at age-appropriate hand washing stations.	
	Encourage frequent and thorough hand washing (at least 20 seconds).	
	Place hand sanitizers in toilets, classrooms, halls, and near exits where possible.	
	Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day.	
	Clean and Disinfect thermometers used for daily screening, as well as tables used as screening stations, daily.	
	Frequently touched surfaces such as door handles, railings, lunch tables, door and window handles, teaching and learning aids should be cleaned every hour (as much as possible).	
	Ensure equipment used for cleaning PUI waiting rooms is colour-coded and separated from other equipment. Discard detergent and/or disinfectant solutions after each use in areas with suspected/confirmed COVID-19 cases as the continued use of the same solution may transfer the microorganisms to each subsequent surface.	
	Increase airflow and ventilation where climate allows (open windows).	
	Post signs encouraging good hand washing and respiratory hygiene practices (e.g. coughing into elbow/tissue etc.) (<i>See appendix 2</i>).	
	Ensure all learners and school personnel are wearing face masks and they're being worn properly.	

Ensure trash/rubbish is removed daily and disposed of safely. <i>Note that trash/rubbish that is infected must be dealt with differently; double bag and stored for 5 days before putting it out to be collected.</i>		
6	Management of school premises with suspected/confirmed COVID-19 cases	
Ensure the affected areas are closed for decontamination, If a COVID-19 case is suspected, it will not be necessary to close the school or premises		
Ensure area within the premises undergo a decontamination process (Cleaning and Disinfecting) using a chlorine-based or 70% alcohol disinfectant.		
Schools must use products that are not harmful to humans, animals and plants.		
Ensure to follow the manufacturer's instruction to decide on how long school must remain closed. This may be, ranging from 3 hours to 7 hours depending on the product used and the fumes of the disinfectant used.		
Ensure the correct gear and PPE is worn by cleaners: In non-health care settings, resource limitations permitting, where disinfectants are prepared and used, the minimum recommended PPE is rubber gloves, impermeable aprons and closed shoes. Eye protection and medical masks may also be needed to protect against chemicals in use or if there is a risk of splashing.		
5	Ensure social distancing principles are followed	
Stagger beginning and end of school day.		
Do not have assemblies or other events that create crowded conditions.		
Create space for learners' desks to be at least ONE POINT FIVE (1.5) meters apart.		
Teach and model creating space and avoiding unnecessary touching.		
Integrate disease prevention and control in daily activities and lessons.		
Ensure content is age, gender, ethnicity and disability-responsive.		
Ensure activities are built into existing subjects.		
6	Identify learners with underlying medical conditions that have been identified as potentially high risk	
Ensure all learners with high risk underlying conditions have been identified (<i>see appendix 3</i>).		
Ensure identified learners are given the option to remain at home if it is recommended by a medical practitioner.		
Support continued access to quality education by assigning identified learners with reading and exercises for home study.		
Ensure reading and exercises are available to be emailed or made available online or be fetched from school by parents/ family members once visitors are allowed to visit schools again. This can be done daily/ biweekly/ weekly as per individual arrangement between parents and schools or through e-learning where possible.		

Ensure completed work by identified learners are delivered to school and marked by educators or through e-learning where possible.		
Assign teachers to conduct remote daily or weekly follow ups with identified learners.		
7	Address mental health/psychosocial support needs	
Encourage learners to discuss their questions and concerns.		
Explain it is normal that they may experience different reactions and encourage them to talk to teachers if they have any questions or concerns.		
Provide information in an honest, age-appropriate manner (<i>see appendix 4</i>).		
Guide students on how to support their peers and prevent exclusion and bullying.		
Ensure teachers are aware of local resources for their own wellbeing (<i>see appendix 5</i>).		
Work with ESSS/health/social workers to identify and support learners and staff who exhibit signs of distress.		
Help learners cope with stress and equip them and their parents with basic but important information (<i>see appendix 6</i>).		
Identify learners who may require additional support if/when parents/caregivers become ill with COVID-19.		

Refer to appendices 1 to 6 for further information and guidelines.

Appendix 1: COVID-19 Screening Health Questionnaire

Appendix 2: Daily screening guidelines

Appendix 3: Posters to promote good hygiene and the prevention of spread of COVID-19

Appendix 4: High risk pre-existing conditions in children

Appendix 5 Age specific education and psychosocial support

Appendix 6: Psychosocial resources for children, teenagers and adults

Appendix 7: Coping strategies to address stress in children



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Appendix 1: COVID-19 Screening Health Questionnaire

General information (put an x where applicable)						
Date: _____						
Name: _____	Visitor	Teacher	Support Staff	Learner	Grade	N/A
					Yes / No	
Temperature recording 1: _____						
Temperature recording 2: (after 20 minutes if the first one is above 37° Celsius)						
Questions:				Yes	No	
1. Do you have a high temperature? ($\geq 38^{\circ}$)						
2. Do you have a dry cough? Do you also have flu or fever?						
3. Do you have a sore throat?						
4. Do you have difficulty breathing (shortness of breath)? Do you suffer from Asthma?						
5. Do you feel weak and tired today?						
6. Do you have difficulty tasting food and drinks normally?						
7. Do you have difficulty smelling normally?						
8. Are you, or anyone at home waiting for your COVID-19 results?						
9. Were you in contact with someone that is confirmed of COVID-19 or PUI?						
10. Have you had close contact with someone with a cough or fever?						

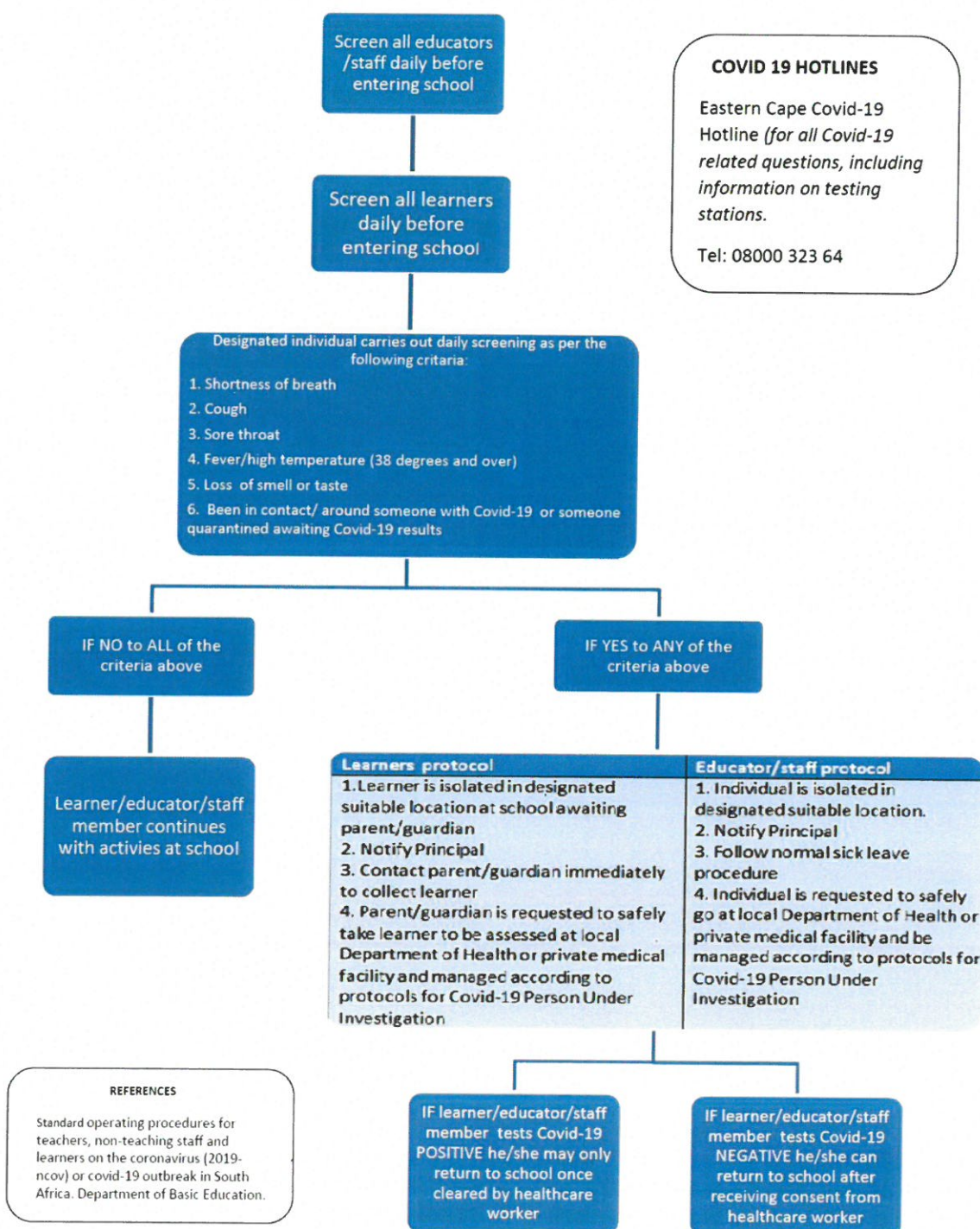


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Appendix 2: Daily COVID-19 Screening guidelines



Appendix 3: Posters to promote good hygiene and the prevention of spread of COVID-19

WASHING HANDS PROPERLY

STEP 1

Wet hands with running water



STEP 2

Apply enough soap to cover wet hands




STEP 3

Scrub all surfaces of the hands (back of hand, between fingers and under nails) for 20 SECONDS



STEP 4

Rinse with running water



STEP 5

Dry hands well



STAY SAFE

- Wash your hands often, especially before and after eating, after blowing your nose, coughing or sneezing; going to the bathroom/toilet and whenever your hands are visibly dirty.
- If soap and water are not readily available use an alcohol-based sanitizer with at least 70% alcohol.
- Always wash hands with soap and water, if hands are visibly dirty.

SPEND 20 SECONDS WASHING HANDS



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Don't share these and prevent the spread of covid-19



**plates
& cups**



**drinks
& water
bottles**



**forks,
knives,
spoons**



books



**pens
pencils
erasers**



**learning
material**

1. Clean surfaces often

2. Clean stationery often



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Stay at home when you are sick

if you feel unwell and have the following symptoms:

1. Let your teacher know
2. Stay away from school.
3. See a doctor



cough



fever



**short of
breath**



**sore
throat**



**muscle
pain**



chills



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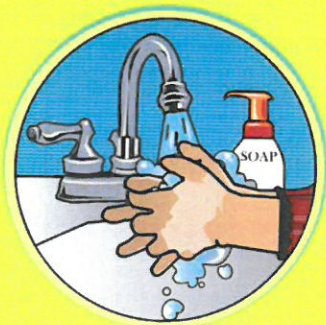
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Good Habits



**cover
your
cough**

**cough
into your
sleeve**



**wash
your
hands**



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Appendix 4: High risk UNDERLYING conditions in children

COVID-19 is a new disease and there is limited information regarding risk factors for severe disease. Based on currently available information and clinical expertise, **individuals of any age who have serious underlying medical conditions** might be at higher risk for severe illness from COVID-19. **Please find a guide of pre-existing or underlying conditions to guide you in identifying learners who should remain at home during the national state of disaster.**

General	Examples (some common examples but not all)
Cardiovascular diseases and heart diseases	<ul style="list-style-type: none"> • Arterial hypertension • Heart operation • Congenital heart disease • Arrhythmias • Heart murmurs • Rheumatic heart disease • Pericarditis.
Chronic lung diseases and respiratory conditions	<ul style="list-style-type: none"> • Moderate to severe asthma • Bronchiectasis • Chronic obstructive pulmonary disease (COPD) • Chronic bronchitis • Pulmonary fibrosis • Pulmonary Tuberculosis • Interstitial lung diseases
Neurological conditions, including muscle disorders	<ul style="list-style-type: none"> • Motor neurone disease • Multiple sclerosis • Cerebral palsy • Down Syndrome (if also has congenital heart problems)
Immunodeficiency conditions	<ul style="list-style-type: none"> • HIV/AIDS (CD4 count unknown or CD4 less than 50-200 or opportunistic infection in the last 6 months). • Learners with primary immunodeficiency, typically related to an inherited genetic defect

	<ul style="list-style-type: none"> • Learners under prolonged use of corticosteroids and other immune weakening medications • Organ or bone marrow transplant recipients who require long-term immunosuppressant drugs to prevent organ rejection
Malignant diseases	<ul style="list-style-type: none"> • Cancer • Learners going through chemotherapy and radiation therapy
Hematological diseases	<ul style="list-style-type: none"> • Blood disorders • Sickle cell anemia disease
Endocrine diseases	<ul style="list-style-type: none"> • Diabetic mellitus • Hyperthyroidism
Others	<ul style="list-style-type: none"> • Cystic fibrosis • Learners with asplenia (no spleen) or functional asplenia (a spleen that doesn't work well) • Kidney disease or undergoing dialysis • Obesity (a BMI of 40 or above) • Malnutrition • Liver disease

Note: These are merely guidelines set out by the Centers for Disease Control and Prevention. Schools and parents are strongly recommended to consult with healthcare provider from the Department of Health/Private medical facility if there are any questions about the health of a learner.



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Appendix 5: Age specific education and psychosocial support

Below are **suggestions** on how to engage learners of different ages on preventing and controlling the spread of COVID-19 and other viruses. Activities should be contextualized further based on the specific needs of learners (language, ability, gender, etc.).

PRESCHOOL

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently.
- Sing a song while washing hands to practice the recommended 20 second duration.
 - Children can “practice” washing their hands with soap and water.
- Develop a way to track hand washing and reward hand washing.
- Use puppets or dolls (if these are not available, the teacher can demonstrate themselves) to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick (cultivating empathy and safe caring behaviors).
- Have children sit further apart from one another, have them practice stretching their arms out or ‘flap their wings’, they should keep enough space to not touch their friends.

FOUNDATION AND INTERMEDIATE PHASES

- Make sure to listen to children’s concerns and answer their questions in an age-appropriate manner:
 - Don’t overwhelm them with too much information.
 - Encourage them to express and communicate their feelings.
 - Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
- Introduce the concept of social distancing (physical distancing):
 - Standing further away from friends
 - Avoiding large crowds
 - Not touching people if you don’t need to, etc.
- Focus on good health behaviors, such as:

- Covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread.
 - For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water:
 - Put a small amount of glitter (colourful powder used for arts and crafts) in learner's hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
- Have learners analyze texts to identify high risk behaviors and suggest modifying behaviors
 - For example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. What did the teacher do that was risky? What should he have done instead?
- Teach, demonstrate and enforce good cough and sneezing etiquette and hand washing, as well as consequence management of deliberate "bad" cough and sneezing etiquette
- Teach, demonstrate and enforce NO sharing of food, water bottles, pencils, balls etc.

SENIOR PHASE

- Make sure to listen to learners' concerns and answer their questions.
- Emphasize that learners can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing (physical distancing).
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
 - Remind learners that they can model healthy behaviors for their families
- Encourage learners to prevent and address stigma
 - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. E.g. "feeling stressed or anxious is a completely normal response to a pandemic – as is grief, frustration and even feeling normal. Each of us may have a lot of different emotional reactions to the changes caused by COVID-19 and all of these reactions are acceptable and valid."
 - Encourage them to express and communicate their feelings
- Build learners' agency (i.e. learner's capacity to act independently and make their own choices) and have them promote facts about public health.
 - Have learners make their own Public Service Announcements through school announcements and posters.
- Incorporate relevant health education into other subjects
 - Natural sciences can cover the study of viruses, disease transmission and the importance of vaccinations
 - Social studies can focus on the history of pandemics and evolution of policies on public health and safety
 - Language lessons can empower learners to be critical thinkers and makers, effective communicators and active citizens

- Teach, demonstrate and enforce NO sharing of food, water bottles, pencils, learning material/equipment.

FET PHASE

- Make sure to listen to learners' concerns and answer their questions.
- Emphasize that learners can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing (physical distancing).
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
 - Remind learners that they can model healthy behaviors for their families
- Encourage learners to prevent and address stigma
 - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation.
 - Encourage them to express and communicate their feelings
- Build learners' agency and have them promote facts about public health.
 - Have learners make their own Public Service Announcements via social media, radio etc
- Incorporate relevant health education into other subjects
 - Physical sciences can cover the study of viruses, disease transmission and the importance of vaccinations
 - History and Geography can focus on the history of pandemics and their secondary effects and investigate how public policies can promote tolerance and social cohesion.
 - Language lessons can empower students to be critical thinkers and makers, effective communicators and active citizens



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Appendix 6: Psychosocial resources for children, teenagers and adults

EXTERNAL REFERRAL LIST

DEPRESSION, ANXIETY & MENTAL HEALTH

- SADAG: 0800 171 171 / 011 262 6396. SMS: 31393
- Akeso Psychiatrist Response unit 24hr: 0861 435 787
- Cipla 24 Hour Mental Health Helpline: 0800 456 789. WhatsApp: 076 88 22 77 5
- Pharmadynamics Police & Trauma Line: 0800 20 50 26

SUICIDE HELP

- Suicide Crisis Line: 0800 567 567. SMS 31393
- Lifeline: 0861 322 322
- Lifeline East London: 043 743 7266

SUBSTANCE ABUSE

- Alateen (group for young people with alcohol problems): 0861 252 666 / 021 595 4517
- Department of Social Development Substance Abuse: 0800 12 13 14. SMS 32312
- Alcoholics Anonymous SA National Helpline: 0861 435 722
- Narcotics Anonymous: 083 900 6962
- Al-Anon (for family and friends of alcoholics): 0861 252 666

PHYSICAL AND SEXUAL ABUSE

- SAPS Crime Stop: 08600 10111
- Child Line: 08000 55555
- Childline Eastern Cape: 041 484 1070

DOMESTIC VIOLENCE

- Gender Based Violence Command Centre: 0800 428 428
- Stop Gender Violence Helpline: 0800 150 150 Or *120*7867#
- Family and Marriage Association of South Africa (FAMSA): 011 975 7106 / 7

ASSOCIATION FOR THE PHYSICALLY DISABLED – PORT ELIZABETH

EMAIL: info@apdnmb.org.za

PHONE: (041) 484 5426



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Appendix 7: Coping strategies to address stress in children

RESOURCES FOR PARENTS AND TEACHERS OF YOUNGER CHILDREN

Children may respond to stress in different ways.

Common responses include:

- Having difficulties sleeping, bedwetting
- Having pain in the stomach or head
- Being anxious, withdrawn, angry
- Being clingy or afraid to be left alone

Respond to children's reactions in a **supportive way** and explain to them that they are **normal** reactions to an abnormal situation.

Listen to their concerns and take time to **comfort them** and give them affection, reassure them they're **safe** and praise them frequently.

If possible, create opportunities for children to **play and relax**. Keep regular **routines** and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment.

Provide age-appropriate facts about what has happened, **explain** what is going on and give them clear examples on what they can do to help protect themselves and others from infection.

Share information about what could happen in a reassuring way.

- For example, if your child is feeling sick and staying at home or the hospital, you could say, "You have to stay at home/at the hospital because it is safer for you and your friends. I know it's hard (maybe scary or boring) at times, but we need to follow the rules to keep ourselves and others safe. Things will go back to normal soon"

Children who have any of the following symptoms should NOT come to school.

- Cough
- Fever

- Sore throat
- Shortness of breath

Parents/ guardians/caregivers must inform the school as soon as possible if the learner is suspected of contracting COVID-19 or has a confirmed COVID-19 diagnosis.

CHECKLIST FOR PARENTS/CAREGIVERS/GUARDIANS	Check
Monitor your child's health and keep them home from school if they are ill. Children who have any of the following symptoms should NOT go to school. <ul style="list-style-type: none"> ○ Cough ○ Fever ○ Sore throat ○ Shortness of breath 	
Teach and model good hygiene practices for your children: <ul style="list-style-type: none"> • Wash your hands with soap and safe water frequently. If soap and water are not readily available, use an alcohol-based sanitizer with at least 70% alcohol. Always wash hands with soap and water if your hands are visibly dirty. 	
Encourage your children to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding	
Prevent stigma by using facts and reminding learners to be considerate of one another.	
Coordinate with the school to receive information and ask how you can support school safety efforts (through parent-teacher committees, etc.)	

Children and young people should understand basic, age-appropriate information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID-19 through reputable sources such as UNICEF, WHO Department of Health advisories. Be aware of fake information/myths that may circulate by word-of-mouth or online.

Keyla Losa: Counselling Psychologist
 Chris Hani West District
 Supervision: Dr Konyana-Bam: CES: ESSS