

# ECD STANDARD OPERATING PROCEDURES



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# INTRODUCTION



# Standard **O**perating **P**rocedures **(SOP)** are the guidelines for:

- **What** to do
- **How** to it
- **When** to it
- **Who** should do it



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# DEFINITIONS & TERMS



# Easy Guide to ECD Terminology

Alert Level	Determined by the Disaster Management Act (Lockdown)
Children's Act	Act 38 of 2005
Compliance Officer	Appointed person to make sure the SOP's are followed in the correct way
Department of Health Guidelines	<a href="https://www.saiosh.co.za/news/502409/Guidelines-for-symptoms-monitoring-and-management-of-essential-workers-for-COVID-19-related-infection.htm">https://www.saiosh.co.za/news/502409/Guidelines-for-symptoms-monitoring-and-management-of-essential-workers-for-COVID-19-related-infection.htm</a>
ECD Educator/Practitioner	Person responsible for implementation of the early learning and development programme
ECD programme	National Integrated ECD Policy (2015) Taking care of children from birth to six years
Parent	Parent of legal guardian of child
Partial Care Facility	Facility that provides after school care
Premises	The Physical location of the facility
Staff	Everyone employed by the facility
Standard Operation Procedure (SOP's)	Guidelines
Regulations	Sections of the law relevant to ECD and SOP
Self-Assessment	Checklist

# Easy Guide to ECD Terminology

After-school service	A service where children from a different organization (e.g. primary school or another ECD programme) come to your facility in the afternoons after school.
Alert level	The determination made under sub-regulation 3(2) of the Guidelines made in terms of section 27(2) of the Disaster Management Act, 2002 (Act No. 57 of 2002);
Capacity development/building	Capacity building is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. It allows individuals and organizations to perform at a greater capacity.
Child	<ul style="list-style-type: none"> <li>In an ECD programme, a child is a person aged birth to 6 (six) years – that means that on the child’s birthday during that calendar year, he or she will turn six years old.</li> <li>In a partial care facility it means a child under the age of 18 years.</li> </ul>
Child minder	A person who provides care and early learning for up to six children, typically in their own homes. Also, in some contexts referred to as “day mothers”;
Children’s Act	The Children’s Act 38 of 2005, and when this document refers to the Children’s Act it also includes the Regulations that apply to the Act, as well as the norms and standards that apply to ECD programmes and/or partial care facilities.
Compliance Officer	The person designated in terms of regulation 28(1)(b) or the Regulations by an ECD programme and/or partial care to be the COVID-19 Compliance Officer who oversees the implementation of the COVID-19 plans in the ECD programme or partial care, and to ensure adherence to the standards of hygiene and health protocols.
DBE	Department of Basic Education
Department of Health Guidelines	The guidelines for symptom monitoring and management of essential workers for COVID-19 related infection
Disaster Management Act	The Disaster Management Act, 2002 (Act no. 57 of 2002)
DSD	Department of Social Development
<i>Early Childhood Development Center</i>	A partial care facility in terms of section 80 that provides a registered early childhood development programme;
Early Childhood Development programme	<p>The provision of early learning and development opportunities, daily care and support to children from birth to 6 years old, that fall within the provisions of the Children’s Act 38 of 2005 and includes:</p> <ul style="list-style-type: none"> <li>ECD centers and partial cares;</li> <li>Child minders;</li> <li>Playgroups;</li> <li>Toy libraries;</li> <li>Mobile ECD programmes;</li> <li>Parental support programmes.</li> </ul> <p>ECD programme includes ECD programmes, whether they operate on a not-for profit or for-profit basis;</p>

# Easy Guide to ECD Terminology



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ECD	Early Childhood Development (children aged birth to nine (9) years old)
ECD educator/practitioner	<p>The person (or persons) who are responsible for the implementation of the early learning and development component of an ECD programme. Some programmes have educators, others have educators and practitioners, while others have only practitioners. This document includes:</p> <ul style="list-style-type: none"><li>• Practitioners;</li><li>• Educators;</li><li>• Child minders;</li><li>• Day mothers;</li><li>• Play group facilitators;</li><li>• Mobile ECD programme facilitators;</li><li>• People who run parent support groups;</li><li>• Toy librarians.</li></ul>
Government Gazette	National Government publishes the Government Gazette as a tool to communicate messages of national importance to the general public. It contains information of a legal, administrative and general nature.
Guideline	A general rule, principle, or piece of advice.
Parent	<p>The parent or legal guardian of a child that attends and ECD programme and/or partial care. The use of the word 'parent' includes:</p> <ul style="list-style-type: none"><li>• Both parents;</li><li>• A single parent;</li><li>• A foster parent;</li><li>• The legal guardian of the child.</li></ul>
Partial care	A facility that provides an "after school service" as defined in regulation 12(2) of the General Regulations Regarding Children, in terms of section 206 of the Children's Act 28 of 2005.
Playgroup	<p>A group of young children organised for play and/or play activities for early learning and development (cognitive, language, motor, emotional, social). A playgroup is attended by children from birth until the year before they enter formal school, usually accompanied by their mothers and/or fathers or primary caregivers and supervised by a voluntary or paid playgroup facilitator</p>
Premises	<ul style="list-style-type: none"><li>• The permanent physical location of an ECD programme, partial care, toy library or child minder, and/or</li><li>• The temporary physical location of a playgroup, mobile ECD programme or parent support group.</li><li>• It includes all administrative space, outside play, recreation and waiting areas.</li></ul>
Registration	The legal requirement for an early childhood development programme to be registered or conditionally registered as specified in sections 97 and 98 of the Children's Act 38 of 2005.

# Easy Guide to ECD Terminology

Social / physical distancing	Social distancing, also called physical distancing, is a set of non-pharmaceutical interventions or measures intended to prevent the spread of COVID-19 by maintaining a physical distance between people and reducing the number of times people come into close contact with each other
Staff	The people employed, whether part-time, full time or relievers at the ECD programme and/or partial care. This includes: <ul style="list-style-type: none"><li>• Practitioners/Educators;</li><li>• Administrators;</li><li>• Support personnel, e.g. assistants, cooks, cleaners, gardeners, drivers and others.</li></ul>
Standard Operating Procedures	A set of step-by-step instructions compiled by DSD to help workers carry out routine COVID-19 operations. SOPs aim to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with industry regulations.
UNICEF	United Nations Children's Fund
Regulations	The rules published by the Government in Acts, the Government Gazettes and Government Notices
Self-assessment	A self-assessment by and ECD and/or partial care facility as in Form 1 of the DSD's Circular dated 21 June 2020.
Civil society organization ("CSO")	CSOs are defined as organised civil society and can come in many forms, some informal and some as formal entities such as non-governmental organisations (NGOs), CBOs, faith-based organisations (FBOs), among many others
Play-based learning	<b>play-based learning</b> as 'a context for <b>learning</b> through which children organise <b>and</b> make sense of their social worlds, as they engage actively with people, objects <b>and</b> representations'. Children may engage in <b>play</b> on their own <b>and</b> explore different materials.
Pedagogy	The method and practice of teaching.
Prevention measures	Preventing or slowing the course of a disease.
Age-appropriate	Suitable for a particular age, or age group.
Learning and Teaching Support Materials ("LTSM")	LTSM is a broad term which is used to denote a variety of materials used by teachers and learners to teach and learn.
Logistical arrangements	Things that you have to carefully plan and organise are logistical.
Personal protective equipment ("PPE")	<b>PPE</b> is equipment and clothing that will protect the user against health or safety risks at work, i.e. face masks, disposable gloves, etc.



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# PURPOSE





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## PURPOSE

To prepare for the reopening of ECD and Partial Care AND ensuring the safety of all stakeholders

- Plan
- Prevent
- And combat

**The spread of the COVID 19 virus**



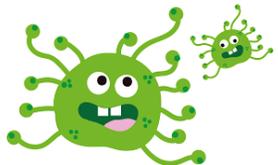
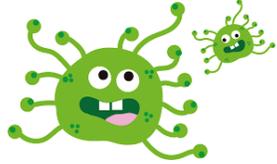


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# OBJECTIVE





### Implementation

Facilities are to implement the guidelines provided by the SOP to prevent the spread of COVID 19 for a safe return

### Inclusion

Work towards including all learners – No matter the challenges they face

### Considerations

Manage and respond to suspected cases and those with symptoms in an age appropriate manner

### Practical Training Scenario's

Train all Staff at the ECD centers so that they are able to practically implement the content of the SOP



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# TARGET AUDIENCE





## TARGET AUDIENCE

All Partial Care Facilities:

1. Registered with DSD
2. Unregistered with DSD
3. Funded by DSD
4. Unfunded - private facilities



ECD Centers



Childminders & Day mothers



Toy Libraries



Playgroups



Mobile ECD Program



Aftercare



Parental Support Program





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# Form 1 DSD Checklist



# ANNEXURE A - FORM 1 Self-Assessment Form to be completed by all ECD programmes and/or partial care facilities that provides After-School Services prior to the re-opening under the National State of Disaster

## Submitting your DSD Form 1 Checklist

You can submit it as a hard copy to your local DSD ———  
click on the Link

<https://forms.gle/c7y8ZL5W94diugTS6> ———



## FORM 1 – DSD CHECKLIST

A1. Have you submitted this self assessment before?

Page 4 of 14

Mark with an X in the relevant BOX

### SECTION 1 : 1.1 to 1.7

Page 5 of 14

- 1.1 Are you authorised to answer this forms questions? (Mark Box with an X)
- 1.2 Your Names as on your ID
- 1.3 Your Surname as on your ID
- 1.4 Your job at the ECD centre (Mark Box with an X) or by other write the answer
- 1.5 Telephone number where they can get hold of you on
- 1.6 If they can not get you at that number what number can they call?
- 1.7 If you have an email write it clearly and neatly here – or leave it open

### SECTION 2 : 2.1 TO 2.7

Page 6 of 14

- 2.1 Name of your “School/Centre”
- 2.2 Choose what type of ECD you run and (Mark Box with an X)
- 2.3 In which Province is your “School/Centre” (Mark Box with an X)
- 2.4 Name of the Municipality your “School/Centre” is in
- 2.5 Name of the Municipal Ward your “School/Centre” is in
- 2.6 Name of ONE of these near your “School/Centre” – (Police Station, Public School, Post office)
- 2.7 The Full Street or Physical Address of your “School/Centre”

### SECTION 2 : 2.8 to 2.14.1

Page 7 of 14

- 2.8 What is your Postal Code
- 2.9 Your telephone number of your “School/Centre”
- 2.10 Your email address for your “School/Centre” if you have one or leave open
- 2.11 If your “School/Centre” has an Internet Website
- 2.12 **DSD FUNDING** (Mark the right one with an X)
  - 1) You get Funding from DSD
  - 2) You get DSD funding but it stopped over lock down
  - 3) No we do not get any funding from DSD
- 2.13 **DSD REGISTRATION STATUS** (Mark the right one with an X)
  - 1) Conditional DSD Registration or Full DSD Registration
  - 2) Has applied in process still not registered
  - 3) Not registered
  - 4) Other if applicable
- 2.14.1 **IF UNREGISTERED** Please read and understand that you can re-open but you will undertake to meet the requirements you need to register and are willing to get the help you need from DSD to register
- 2.14.2 **IF YOUR AFTERCARE SERVICE IS UNREGISTERED** Please read and understand that you can re-open but you will undertake to meet the requirements you need to register and are willing to get the help you need from DSD to register

### SECTION 3 : 3.1 to 3.3.3

Page 8 of 14

- 3.1 **CHILDREN AND STAFF:** How many children when Lockdown started in TOTAL
- 3.2 Look at the ages and show by Marking with an X which ages make up this TOTAL
- 3.3 When you open how many children are coming back ?
  - 3.3.1 Total Younger than 2 years
  - 3.3.2 Total 2 to 3 years
  - 3.3.3 Total 3 to 4 years

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## FORM 1 – DSD CHECKLIST

### SECTION 3 : 3.3.4 to 3.4.4

Page 9 of 14

- 3.3.4 Total 5 to 6 years
- 3.3.5 Total 6 years
- 3.3.6 Any Total of children with a disability of any kind (If none write 0)
- 3.3.7 Total children 7 Years and older (If none write 0)
- 3.4 Staff Total providing AFTERCARE
  - 3.4.1 Staff Total returning
  - 3.4.2 Total number of Management Staff Members
  - 3.4.3 Teachers/Educators/Practitioners/Teaching assistants – Total Number
  - 3.4.4 All other staff left Totals (Admin/Finances/Supporting Staff/Cleaners etc.)

### SECTION 4 - SELF ASSESSMENT CHECKLIST

Page 10 of 14

- 4.1 Do you have these Documents A,B,C and D ? (Mark Box with an X)
- 4.2 Checklist 1 (Mark relevant Box with an X only one answer per question)
  - 1. Has the whole school been cleaned well?
  - 2. Has all supplies and toys been cleaned as explained by the SOP?
  - 3. Are daily cleaning measures in place?
  - 4. Are daily measures in place to clean the class and supplies?
  - 5. Staff training has been done: Covid-19, PPE's, Health & Safety, Protocols, Washing hands?

### SECTION : 4.1 TO 4.2

Page 10 of 14

- 4.2 Continues
  - 6. Staff orientation on all measures done?
  - 7. Daily routine changes like social distancing, protocols etc. has been done with staff ?
  - 8. Own procedures in place as per SOP guidelines?
  - 9. Run from a private home: Dedicated spaces allocated?
  - 10. Drop off and pick up procedures in place and communicated?
  - 11. Handwashing space and sanitizing station at the entrance?
  - 12. Screening paperwork available and printed?
- 13. Letter went out to parents?
- 14. Staff ready to meet the requirements of re-opening?
- 15. Schedule drawn up for inside and outside play?
- 16. Physical distancing laid out in all spaces at least 1m apart?
- 17. Enough natural ventilation?
- 18. Clean water available for drinking and washing hands?
- 19. Clean running water, extra masks, markers and signage?
- 20. Staff have PPE's, 2x masks, gloves, visors etc.
- 21. 1 for every 10 kids extra masks, N95 masks x 2 for quarantine area?
- 22. Tissues available to wipe noses?
- 23. Hand sanitizer, cleaning materials labelled and stored away?
- 24. Enough soap hand sanitizers, cleaning agents, bleach, disinfectant, cloths buckets, brushes etc.
- 25. First Aid kit available with rubber gloves etc.
- 26. Procedures in place for cleaning, nappies, toilets, trash removal etc.
- 27. Staff with co-morbidities have provided DR's letters and are aware of risks?
- 28. Isolation or quarantine area set up with necessary supplies where sick people can go away from other people?

4.3 VANGASALI CAMPAIGN: (Mark relevant one with an X)

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## FORM 1 – DSD CHECKLIST

### SECTION : 4.4 to 5.2

Page 12 of 14

#### 4.4 DECLARATION

5 Questions asked answer them truthfully and Mark with an X

### SECTION : 5

Page 12 of 14

#### REQUEST FOR SUPPORT

5.1 If your Aftercare or ECD school/centre operates in a very underprivileged area and you help poor parents and children please mark the relevant answer with an X

5.2 When did your ECD facility start?  
Mark the relevant one with an X

5.3 Do you have clean water on site?

Page 13 of 14

5.4 Are you a member of an ECD forum or association what is its name?

5.5 Support you need? Guidance/Hygiene products/PPE's/ Water tank Mark one if relevant with an X or leave it open

### 5.6 CHECKLIST PPE'S

Page 13 of 14

1. 2 Cloth masks for every adult on site
2. Extra masks on site
3. Temperature thermometer (Gun)
4. Spray guns 1 litre for sanitiser
5. Sanitizer solutions
6. Something to indicate physical distancing on the floor
7. Gloves for managing cleaning and waste
8. 30 Clean cloths
9. Bleach
10. Tippy taps for water points
11. Tissues or toilet paper
12. Paper towel rolls
13. Soap bars (x12)
14. Dishwashing liquid at least 5 litre
15. Disinfectant (Dettol) at least 5 litre

### SUBMISSION

Sign and date it and submit your forms or fill this in online and submit

### AFTER SUBMISSION

Sign and date it and submit your forms or fill this in online and submit

- Please note you can be expecting a SITE VISIT
- Stay up to date with Covid-19 News and any changes
- Keep your paperwork where it is available and easy to access
- Monitoring and Evaluation is next



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# AGE APPROPRIATE PROCEDURES & PRACTICES FOR ECD PROGRAMMES

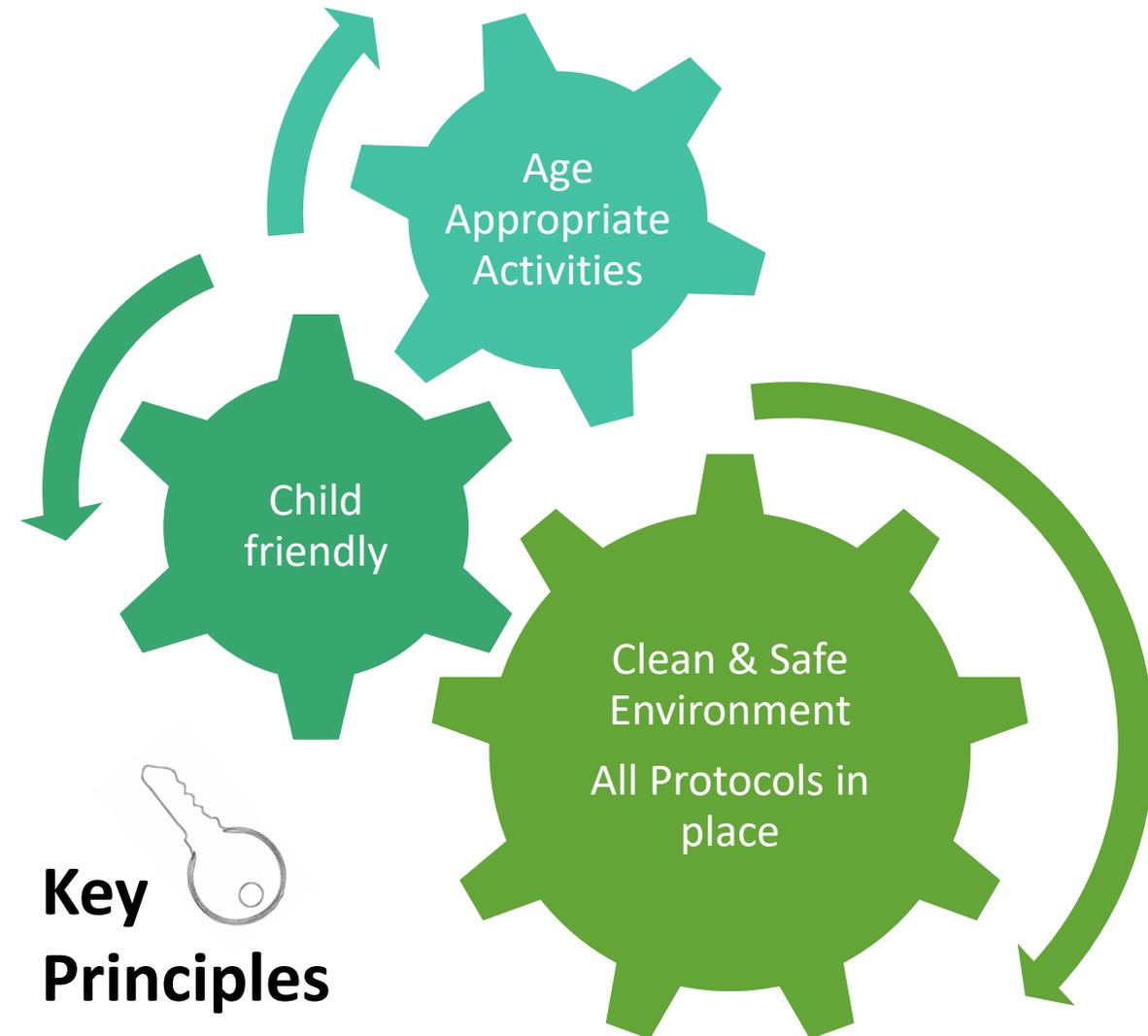




## ECD Re-integration

The SOP is a Standard Guideline for all ECD centres, there is not a one size fits all approach that can be used because, as sites and centres differ so vastly.

Thr Standard Operations might change in time as we become wiser and learn more from the children and our day-to-day operations. What is key is that the principles must remain through out to keep our learners, staff and the community safe.





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# GENERAL MEASURES



# 8.1 General Measures



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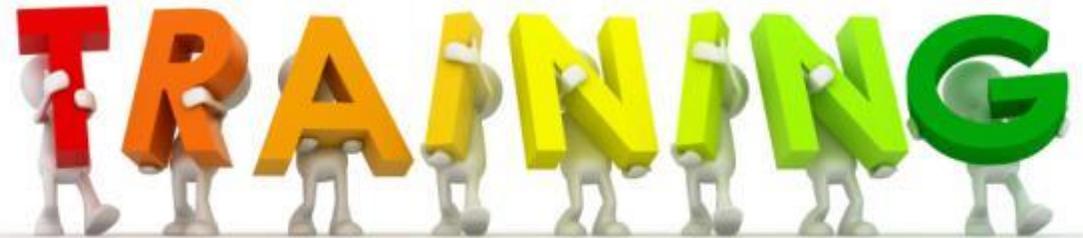
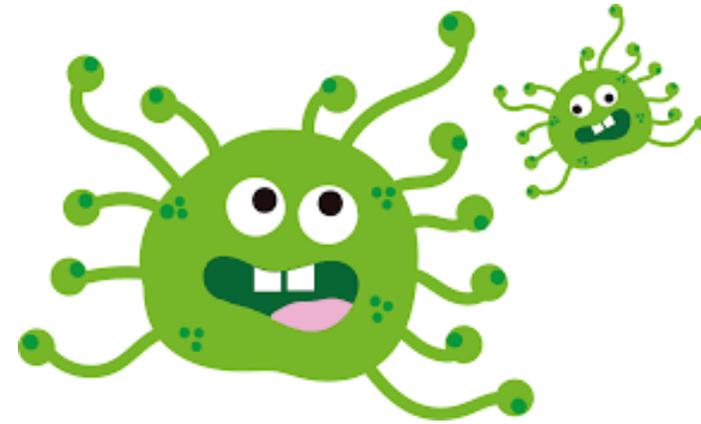
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- Make logistical arrangements for the re-opening of the school
- Cleaning of the premises & orientation of all staff
- Ensure that PPE is in place
- Procedures as well as minimum requirements and guidelines to be put in place
- Ensure access to clean running water
- Submit your DSD checklist – Self Assessment Form 1
- Prepare paperwork and files to support you during this transition process
- Set up the environment to ensure the safety of the Staff, Learners & Community



## 8.2 Measures to be taken prior to re-opening

- Training on COVID-19
  - COVID-19
  - PPE
  - Protocols and Procedures
  - Washing your hands
  - Food preparation
  - Curriculum Recovery Plan
- Discuss prevention and precautionary measures
- Daily hygiene and cleaning practices to be discussed and decided upon
- Receive in-service training on how to support parents and children



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## 8.2 Measures to be taken prior to re-opening

- Use DSD Checklist as a guideline to assess what you need to purchase and put in place – including PPE and any other supplies
- Preparing learning spaces
  - De-clutter your classroom
  - Covid-19 awareness posters in school and class
  - Ensure physical distancing by spacing furniture 1 m apart
  - Sand pits must be emptied and covered
  - Partition screens are not compulsory but highly recommended
  - Toys, stationery and personal items of each child to be stored separately
- Ablutions
  - Cleaning supplies safely stored but readily available
  - Cleaning rosters maintained



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# STAFF ORIENTATION CAPACITY BUILDING & SUPPORT





# COVID 19 STAFF TRAINING





# How Does Coronavirus (COVID-19) Spread?

- People can be infected with the coronavirus from others who have it.
- This happens when an infected person sneezes or coughs, sending tiny droplets into the air. These can land in the nose, mouth, or eyes of someone nearby, or be breathed in.
- People also can get infected if they touch an infected droplet on a surface and then touch their own nose, mouth, or eyes

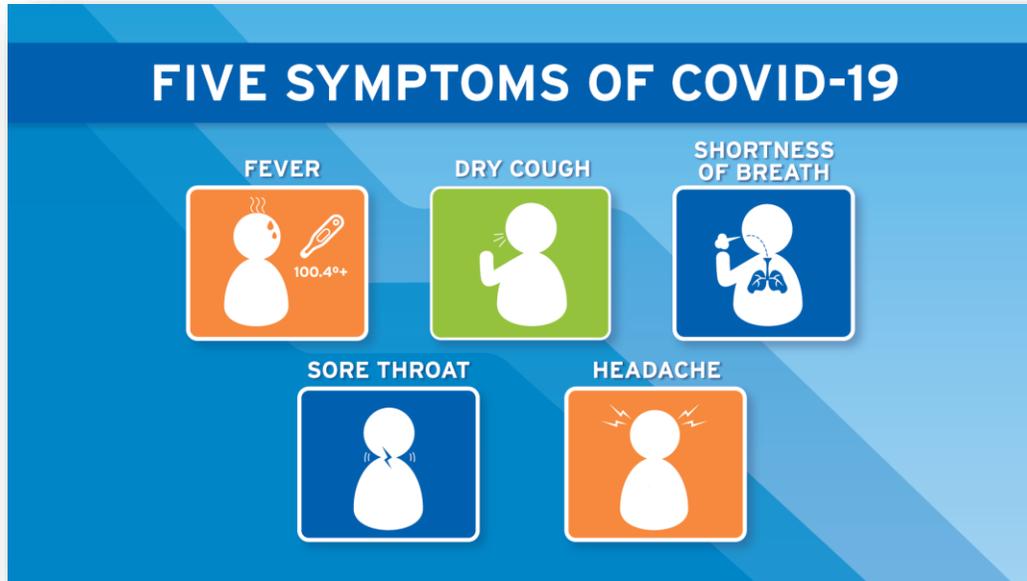


**Prevention is better than cure**

# Covid-19

# SIGNS & SYMPTOMS

## PANDEMIC (COVID-19)



## What Are the Signs & Symptoms of Coronavirus (COVID-19)?

- ✓ Cough
- ✓ Fever
- ✓ Difficulty breathing
- ✓ Sore throat
- ✓ Rashes
- ✓ Runny tummy
- ✓ Feeling weak and tired



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# Lockdown & Social Distancing

## PANDEMIC

Lockdown was a drastic but necessary measure to prevent the uncontrolled spread of Covid 19



## Opening of Partial Care Centers

Prevent a Secondary Cycle of Spreading the Virus



- Continue self protective measures
- Centers and classroom environments will have to be sanitized diligently by the staff
- Learners will have to be supported, reminded and taught how to cope

# Personal Protection Equipment

There is no way to know if a person has been infected – so treat everyone as if they are



## Face Masks

01

Wear cloth face masks, it is washable and should be ironed after washing

Avoid touching the mask and face

Children under 5 need not wear masks, if a parent prefers using a mask a hat with visor should be suggested, it is not compulsory



02

## Hands

It is better to sanitize and wash your hands often rather than to wear gloves

Gloves only serve the purpose of preventing cross-contamination and should only be used in the isolation/quarantine area or when working with chemicals to clean.

Gloves should also be worn when leading with an ill child, cleaning bodily fluids and changing nappies

03

## Clothes & Shoes

After you have been working for the day, change your clothing, have a shower.

Wash that set of clothes regularly do not reuse the same clothes the next day.

Spray the soles of shoes that enter the school with a 70% ALCHOL Based Sanitizer, closed shoes seem to be better

04

## Desk partitions

This is not compulsory at all but, it can be used



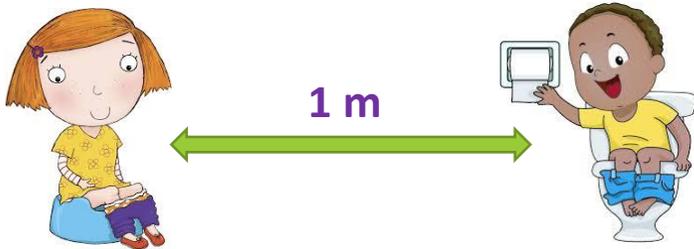
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# Physical Distancing

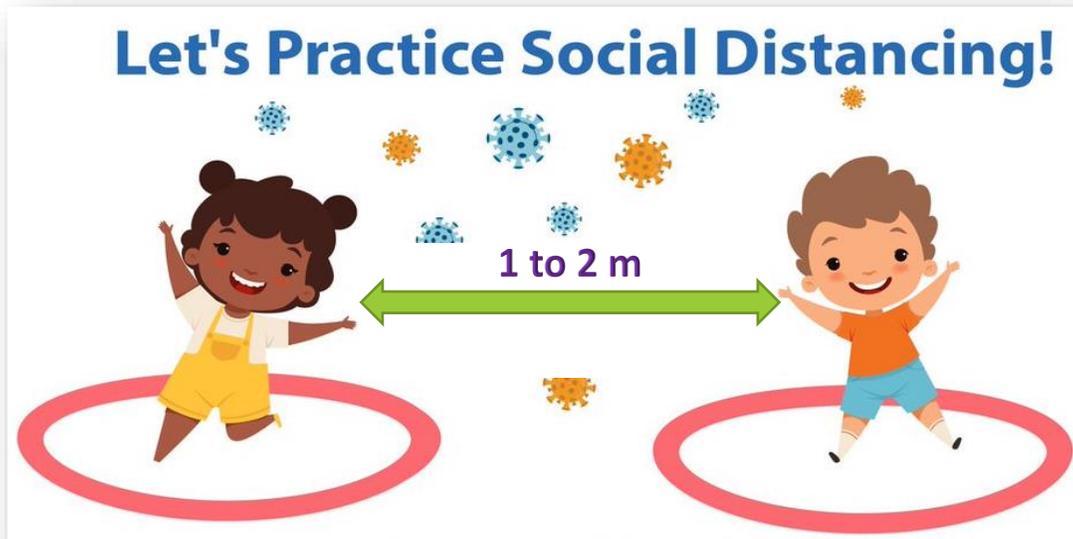
## Potty Distance

Space your potties at least 1 m apart to promote physical distancing



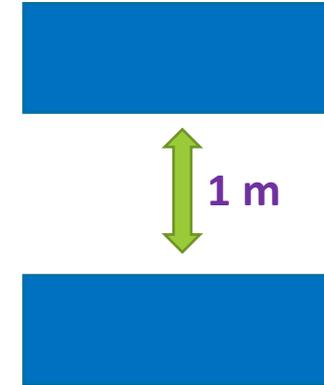
## Safe Distance

Physical distancing where practical should be encouraged. Set up your classroom and all learning spaces to ensure at least 1 m between learners.



## Nap Time

For nap time place the mattresses 1 m apart and ensure the children lie, head to feet – feet to head



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## Circle Time

Be creative and mark or allocate spaces at least 1 m apart for each learner, use tape on the floor or hula-hoops, just a designated area for the circle time activity to ensure physical distancing



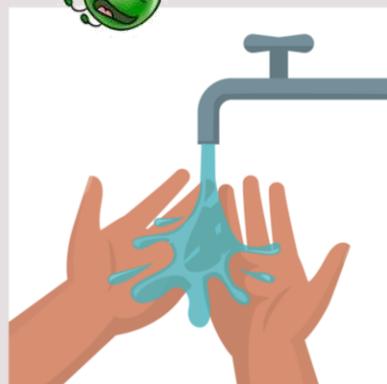
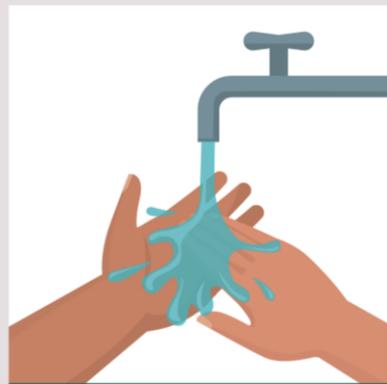
# Washing your hands

Follow all 6 steps and train the children in your care to do the same  
Show video's & teach songs, children learn through repetition



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 <p><b>1</b> Wet your hands with water then apply soap.</p>	 <p><b>2</b> Begin washing hands with soap for 20 seconds.</p>	 <p><b>3</b> Don't forget to scrub between your fingers, thumbs, fist, and palm to palm.</p>
 <p><b>4</b> Rinse with water.</p>	 <p><b>5</b> Dry with a clean towel.</p>	 <p><b>6</b> Use the towel to turn off the tap.</p>

## Sanitize your hands



- ✓ Hand sanitizers are not recommended for children younger than 3 years
- ✓ Staff and Visitors should sanitize before entering any space within the care center

**Put up clear and easy to follow signage**





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# Staff Capacity Building Cleaning and Sanitizing





# HOW TO CLEAN AND SANITISE

## Floors & Walls



Cleaned regularly with weak bleach solution and bacterial killing based solution or just soap and water

Ensure proper ventilation

Cleaning staff to wear PPE's

## Tables & Chairs



Cleaned at pre-planned intervals during the day

Use a household cleaner, detergent that foams or a weak bleach solution or wipe to clean and disinfect surfaces and objects that people touch often

## Surfaces touched often

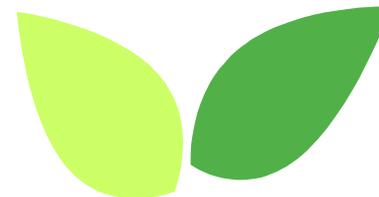


Wiped down with disinfectant as often as possible by teaching and cleaning staff

## Personal Items



Stationary and eating utensils will be used by individuals only- No sharing or group interactions if possible



# Definitions

## Cleaning

~ **M**echanical process (i.e. scrubbing) using soap or detergent and water to physically remove dirt, debris, and many germs. It also removes invisible debris that interferes with disinfection. ~

## Sanitizing

~ **C**hemical process of reducing the number of disease-causing germs on cleaned surfaces to a safe level. This term is usually used in reference to food contact surfaces or mouthed toys or objects. ~

## Disinfecting

~ **C**hemical process that uses specific products to destroy harmful germs (except bacterial spores) on cleaned environmental surfaces.



### High touch surfaces include:

- ✓ tables
- ✓ doorknobs
- ✓ light switches
- ✓ countertops
- ✓ handles
- ✓ desks
- ✓ phones
- ✓ chairs
- ✓ toys
- ✓ keyboards
- ✓ toilets
- ✓ faucets
- ✓ sinks, etc.



- ✓ **Wear disposable rubber household gloves** to clean and disinfect
- ✓ Clean surfaces **using soap and water**, then use **disinfectant**
  - Cleaning with soap and water reduces number of germs, dirt and impurities on the surface
  - Disinfecting kills germs on surfaces
- ✓ **Practice routine cleaning** of frequently touched surfaces
  - More frequent cleaning and disinfection may be required based on level of use
  - Surfaces and objects/apparatus in the class should be cleaned regularly
  - A cleaning spreadsheet and roster should be available to log when cleaning has taken place and who was responsible
  - Using a color-coded cloth system or separate cloths for different surfaces is recommended – staff need training on this
  - Keep a record of supplies used



USE EFFECTIVE SOLUTIONS SUCH AS:

- EPA-REGISTERED HOUSEHOLD DISINFECTANTS
- DILUTED HOUSEHOLD BLEACH SOLUTIONS
- ALCOHOL SOLUTIONS WITH AT LEAST 70% ALCOHOL

IF SURFACES ARE VISIBLY DIRTY, FIRST WIPE TO CLEAN THE DIRT WITH DETERGENT OR SOAP & WATER. THEN APPLY DISINFECTANT.



WHEN YOU SPRAY DISINFECTANT, LEAVE THE SURFACE WET FOR AS MANY MINUTES AS LISTED ON THE BOTTLE BEFORE WIPING AWAY. THIS COMMONLY MISSED STEP IS KEY IN ALLOWING THE SOLUTION TO WORK.



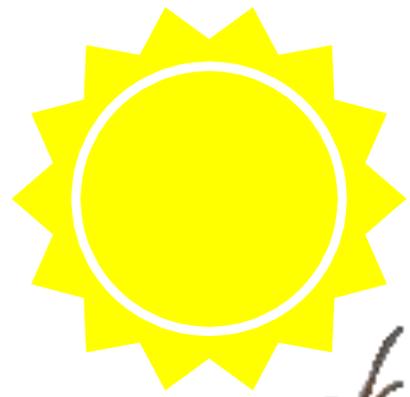
## Disinfecting surfaces

**To make a bleach solution, mix:**

- 5 tablespoons (1/3rd cup) bleach per gallon (3,79 Liters) of water
- OR
- 4 teaspoons bleach per quart (0,95 Liters) of water
- Bleach solutions will be effective for disinfection up to 24 hours.

**Alcohol solutions with at least 70% alcohol may also be used**

- **Diluted household bleach solutions** may also be used if appropriate for the surface
  - Chemicals have **labels**, **read** them before use and ensure you have the **correct PPE** on when using them
  - Ensure the product is not past its **expiration date** Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
  - Unexpired household bleach will be **effective against coronaviruses** when properly diluted
- Follow manufacturer's instructions for application and proper ventilation.
- **Never mix** household bleach with ammonia or any other cleanser
  - **Leave solution on the surface** for it to air dry



# Soft Surfaces



- ✓ **Clean the surface using soap and water** or with cleaners appropriate for use on these surfaces
- ✓ **Laundry items** where possible
- ✓ **For now rather do not put out soft toys unless necessary for the development of a specific age appropriate skill** then those toys will need to be properly cleaned before re-using them
- ✓ Other examples of soft surfaces: Mattresses, blankets, sponges, carpets etc.



# Washing the Laundry



## For clothing, towels, linens and other items

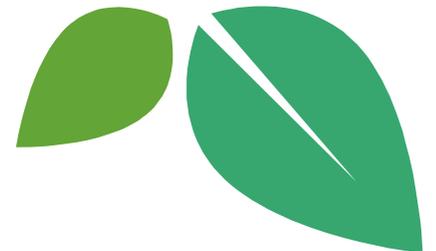
- ✓ Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely, iron all items – minimum heat 60°
- ✓ **Wear disposable gloves or rubber household gloves** when handling dirty laundry
- ✓ **Do not shake** dirty laundry
- ✓ Clean and **disinfect clothes hampers** according to guidance above for surfaces
- ✓ Remove gloves, and dispose of them after the wash in a Biohazard bin, tie the biohazard bag in another plastic bag and tie it off, place in a second bag, tie off and dispose of it

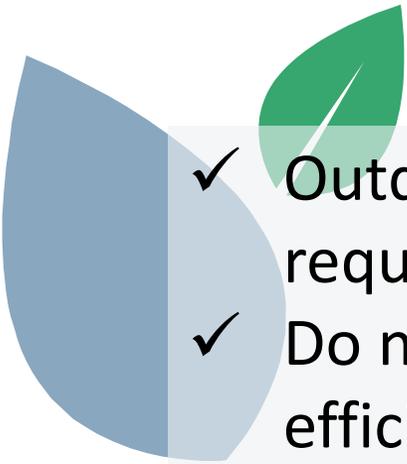


# CLEANING AND DISINFECTING YOUR BUILDING OR FACILITY IF SOMEONE WAS SICK

- ✓ **Close off areas** used by the person who is/was sick
- ✓ **Open outside doors and windows** to increase air circulation in the area
- ✓ **Wait 48 hours** before you clean or disinfect, deep cleaning might be required by the Department of Health
- ✓ Clean and disinfect **all areas used by the person who is/was sick**, such as offices, bathrooms, common areas, shared electronic equipment like computers, touch screens, keyboards, remote controls, and card machines

eduXSA



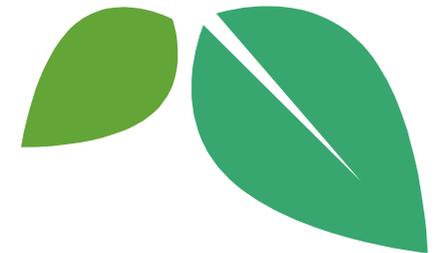
- 
- ✓ Outdoor areas, i.e. **playgrounds in schools and parks** generally require **normal routine cleaning**, but **do not require disinfection**
  - ✓ Do not spray disinfectant on outdoor playgrounds - it is not an efficient use of supplies and is not proven to reduce risk of **COVID-19** to the public
  - ✓ High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely and wiped off after use
  - ✓ Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
  - ✓ **Sidewalks and roads should NOT be disinfected**



**Cleaning and disinfecting outdoor areas**



- ✓ **Wash your hands often** with soap and water for 20 seconds.
- ✓ Always wash immediately after removing gloves
- ✓ Always wash after contact with a person who is sick
  - ✓ **Hand sanitizers**, if soap and water is not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 70% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water
  - ✓ **Additional key times to wash hands include:**
    - ✓ After blowing one's nose, coughing, or sneezing
    - ✓ After using the restroom
    - ✓ Before eating or preparing food
    - ✓ Before and after providing routine care for another person who needs assistance e.g. changing a nappy



## Having your cleaning staff fully trained is most important:

- How to properly disinfect restrooms after each use
- How to wash walls, floors, play areas, toys, classrooms
- How to complete the cleaning sheets and logging all cleaning done

## Cleaners:

- Must be informed on usage of each product
- Must be supplied with PPE and cleaning equipment
- Must be aware of where the children are at all times, to know exactly where to disinfect
- Must know the daily routine of staff/teachers/children
- Must be given enough time in between outside and inside play intervals to thoroughly disinfect areas

Cleaning Staff Training should include the following:



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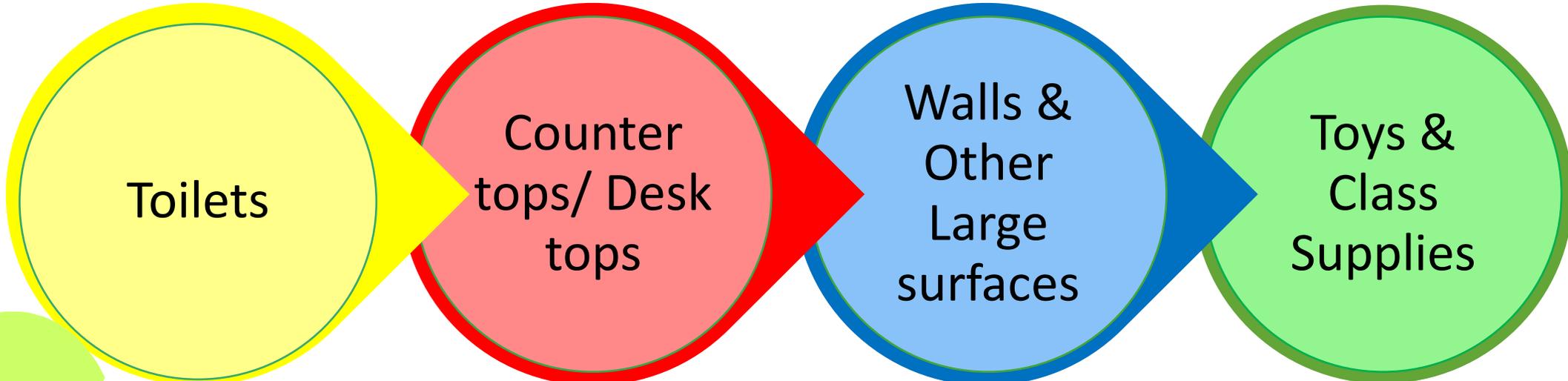
**An approach to consider:**

**Try and have a different colored cloth**

**Or store different clothes in different labelled bags – dependant on affordability, like the SOP requests just ensure there are at least 30 cloths and 1 per adult**

**To ensure less cross contamination**

Colour coding  
cloths to support  
the prevention of  
cross  
contamination



Toilets

Counter  
tops/ Desk  
tops

Walls &  
Other  
Large  
surfaces

Toys &  
Class  
Supplies



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# Setting up your Environment





# CLASS ROOM SET UP



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- The size of the class will determine the amount of children allowed per class; at first phase in the amount of learners returning
- Good ventilation is required
- Limit the amount of toys, crates, containers in the classroom – the fewer objects and items children can touch, cough or sneeze on, the fewer you have to sanitize. Plan your daily play and put out the necessary supplies to stimulate the children
- No cluttering, pack the unnecessary things away
- Limit the amount of books on shelves in order to make sanitizing easier – wipe books and shelves regularly



# CLASS ROOM SET UP



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Remove soft toys as they are harder to clean – have to be washed thoroughly, unless needed to stimulate development then maintain

- All posters on walls must be laminated/DC fixed so they can be wiped and sanitized when washing the walls and surfaces
- If possible, keep all carpets clean. Loose carpets that are made of a plastic material must be washed/mopped with disinfectant cleaner
- Avoid sharing Sensory play materials such as clay/play dough, “moon sand”, slime, etc. give each child their own
- All chairs, tables, doors, cupboards, shelves, containers, toys, stationary and any surfaces must be thoroughly disinfected.



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# FOOD PREPARATION & SERVING



# Meals – Option 1



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- **Preparing food at the ECD Centre**
  - Trained kitchen staff
  - All utensils and surfaces are regularly disinfected
  - All containers are disinfected
  - All products/food are disinfected before it enters the kitchen
  - Only kitchen staff enter the kitchen and prepare food, off limits to others
  - Limited chance of having the virus in school

*Cooking  
with  
Love*





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# Meals – Option 2

## Food brought from home

- Children bring their own food from home, lunchboxes must be disinfected before being used
- Children are to eat under supervision of the staff to ensure no food sharing
- All staff must receive proper food handling training
- Determine if the parents are also going to provide crockery and cutlery





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# Meal & Snack Times

- Children are to eat under supervision of the staff to ensure no food sharing
- All staff must receive proper food handling training
- Where possible children are not to sit opposite each other during meal and snack times without the correct physical distancing space between them, to ensure that no spit droplets are transferred into another's plate



## BEFORE ENTERING THE KITCHEN:

- Only permitted kitchen staff allowed in the kitchen
- Hands must be thoroughly washed and sanitized
- Shoes are sprayed or wiped with disinfectant before entering the kitchen
- No mask no entry policy
- Disposable shoe coverings are recommended
- Kitchen are cleaned thoroughly and regularly, update the cleaning list after each thorough cleaning
- The fridge should be sanitized every day



## KITCHEN PROTOCOLS

- No food items left open - in cupboards, fridge nor shelves, rather close food in zip-lock bags or airtight containers
- Have a smaller, lined waste bin in the kitchen. Remove and close bag properly 3 times a day
- Do not leave any garbage in the kitchen
- When exiting and re-entering the kitchen, ensure that all disinfecting procedures were taken

## How Kitchen Staff should protect kitchen area and food from viruses



## ITEMS ENTERING THE KITCHEN:

ALL items, whether it is food or not, should be sanitized BEFORE it enters the kitchen.

**Anything that comes from a store/supplier or from home (baby food, bottles, feeding cups) must be wiped or sprayed with sanitizer before it enters the kitchen**



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# Arrival Protocols



# Arriving at school



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- All staff to be at school before the first child because they are all to be screened too.
- Parents should be aware and alert - if a child is showing any signs or symptoms, they should not take him/her to school
- Parents should inform the school of any changes in the child's health
- Daily Screening Sheet for staff and learners to be completed daily
- A staff member will collect a questionnaire completed by the parents weekly (each Monday) there is also an App available or use an online Google Docs form to gather current health information
- All children's temperatures will be screened and documented 3x a day: Arrival, after nap time and before home time to monitor if any symptoms have developed during the day
- Upon arrival, the staff will sanitize (spray) the child and all visitor's shoes and bag, children have to wash their hands before entering the school
- Another staff member will escort the child into the school from the gate or outside of the school- (No parents or drivers inside)
- Avoid having people enter the school unnecessarily
- Have a Visitors Screening Sheet, a Staff Screening Sheet and a Learner Screening Sheet at the gate, keep these Screening Sheets and information in your Screening File



# Protocols at the gate continues...



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- Staff are to keep the required distance from visitors and uphold the - No Mask No Entry Policy
- Put up appropriate Covid-19 signage all over the school with clear pictures for those that cannot read
- One entrance and exit preferably
- Let parents pack a school bag with more than one set of clothes, disinfect the bag find creative ways to avoid the transit of the virus to and from school
- Do not bring toys to school
- Parents should wait for the screening results before leaving, if the child is showing any symptoms the child may not enter the school
- Parents should not bring children if they know they have been exposed to the virus





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# Good Record Keeping



# Good Record Keeping

- **3 Files:** Covid-19  
Health & Safety File  
Screening File  
Containing all the Information on the Covid-19 Virus including the SOP  
Containing all the requirements of the DoH  
Containing all the Screening paperwork and sheets
- **Health Questionnaires:**
  1. Staff Questionnaire  
Comorbidity Questions & Answers including contact information
  2. Learner Questionnaire  
Comorbidity Questions & Answers, including updated parental and emergency contact information
  3. Weekly Screening Sheet  
Staff Weekly Screening
  4. Visitors Screening Sheet  
Every time a visitor has to enter the premises
  5. Weekly Learner Screening Sheet  
Parents to answer this on their child's behalf

- **Cleaning Sheets:**

*Master Copies*

- ✓ Office
- ✓ Kitchen
- ✓ Class Rooms
- ✓ Playground
- ✓ Rest Rooms
- ✓ Communal Areas
- ✓ Store Rooms
- ✓ Quarantine/Isolation Room
- ✓ Any other



**OTHER:**

- **New Policies:**

- Staff Policy
- Financial Policy
- Cleaning Policy
- Training Policy
- Food Preparation Policy
- Covid-19 Policy
- First Aid Policy
- Communication Policy
- Emergency Policy
- Curriculum Recovery Plan
- Protocols & Procedures

## Paper Trail

*And any other changes required*

# Important Links

- **The Department of Health's Guidelines can be downloaded here:**  
[https://cdn.ymaws.com/www.saioh.co.za/resource/resmgr/docs/2020/9\\_2020\\_v4\\_14\\_4\\_2020\\_guidance.pdf](https://cdn.ymaws.com/www.saioh.co.za/resource/resmgr/docs/2020/9_2020_v4_14_4_2020_guidance.pdf)
- DBE's new Directions that replace the previous directions, which amongst others address the issue regarding ECD. The latter has now been removed and replaced with pre-Grade R and the new definition is very clear - "Pre-Grade R" means the provision of early educational programmes by a school for learners below the age of admission to Grade R, and excludes an early childhood development programme as contemplated in section 93 of the Children's Act, 2005 (Act No. 38 of 2005); You will find it here: [https://www.gov.za/sites/default/files/gcis\\_document/202006/43465gen343.pdf](https://www.gov.za/sites/default/files/gcis_document/202006/43465gen343.pdf)
- South African Paediatric Association (SAPA). Position statement: Return of South African children to school. Link: [https://drive.google.com/file/d/1-ZQlakBKEK719rhlemm5FPWSfGbS-Dz5/view?fbclid=IwAR1\\_uexAOGDb579pqyo05M8BwhrIb2gRIHw2RQnACdbKeczLDh1Behelbao](https://drive.google.com/file/d/1-ZQlakBKEK719rhlemm5FPWSfGbS-Dz5/view?fbclid=IwAR1_uexAOGDb579pqyo05M8BwhrIb2gRIHw2RQnACdbKeczLDh1Behelbao)
- Department of Health's Guidelines on the wearing of mask. Link: <https://www.nicd.ac.za/wp-content/uploads/2020/04/Guidelines-Use-of-cloth-face-masks.pdf>
- COVID-19 Frequently Asked Questions about masks (NICD). Link: <https://www.nicd.ac.za/diseases-a-z-index/covid-19/advice-for-the-public/covid-19-frequently-asked-questions-masks/>
- Recommended Guidelines Fabric Face Masks Manufactured by South Africa's Clothing and Textile Manufacturing Industry for General Public Use [https://www.nicd.ac.za/wp-content/uploads/2020/04/RSA\\_Recommended-Guidelines-for-Masks\\_Summary\\_FINAL09.04.2020\\_for\\_distribution.pdf](https://www.nicd.ac.za/wp-content/uploads/2020/04/RSA_Recommended-Guidelines-for-Masks_Summary_FINAL09.04.2020_for_distribution.pdf)
- Here is a very useful resource from **National Employers Association of South Africa (NEASA)**,, BUT PLEASE do not use as is, first review: <http://neasa.co.za/covid-19-return-to-work-toolkit/>
- Guidelines for symptom monitoring and management of essential staff with COVID-19 related illness: <https://www.nicd.ac.za/wp-content/uploads/2020/04/Guidance-for-symptom-monitoring-and-management-of-essential-staff-with-COVID-19-related-illness-final-2.pdf>
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# Contact Information



DEPARTMENT	NUMBER
DSD Gauteng	011-355 7687
DSD Limpopo	015-293 6004
DSD North West	018-387 3434
DSD Mpumalanga	013-766 3098
Free State	051-400 0302
Eastern Cape	043-605 5000
Kwazulu-Natal	033-264 5400
Western Cape	021-483 3858
Northern Cape	053-807 5600
<b>NICD National Covid Hotline</b>	<b>0800 029 999</b>
<b>NICD WhatsApp</b>	<b>0600 12 3456</b>