Part of
Education and childcare during coronavirus

Department for Education
Guidance
Last updated

Guidance

Actions for schools during the coronavirus outbreak

Updated 5 June 2020

Contents

1. Vital role of schools
2. The wider opening of educational settings
3. Responsibilities
4. Attendance
5. Close-contact education children attend
6. Attendance monitoring
7. Vulnerable children and children of key worker parents attending educational settings
8. Funding
9. Attendance
10. Behaviour
11. Working with parents
12. Safeguarding
13. Testing
14. Staffing and deployment
15. Curriculum
16. Co-ordinator and governor responsibilities
17. Support for educational settings
18. Practicalities
19. Communication
20. Behaviour and discipline
21. School meals
22. Support for vulnerable children and young people
23. Inspection
24. Children attending out of school settings
25. Types of setting

This guidance has been updated to reflect the announcement by the Prime Minister on 4 June that primary schools in England will open more widely for children on an ordinary timetable, to move forward with the wider opening of education and childcare settings.

The following changes or additions have also been made on 5 June:

- Section 1: updated information on wider opening of educational settings from 1 June and 15 June
- Section 2.2: updated information on testing as well as the Test and Trace programme
- Section 5: updated the expectations that boarding schools, special schools and boarding schools open overnight of schools
- Section 6: further detail on prioritisation of different year groups
- 6.6: link updated to new guidance on taking the attendance register
- 6.7: updated to reflect the new attendance code
- 11.6: guidance on ensuring that parents who are worried about returning to school attend
- 12.1: update to step with guidance on implementing protective measures
- 12.3: clarification of position on PPE use
- 14.3: clarification on expected provisions during school closure and wider opening
- 15.5: clarification on decision making in pupils is repeating a year
- 17.2: update to step with new guidance on annual reports
- 17.3: update to step with guidance
- 18.4: update to guidance on premises for independent review panels
- 24.4: clarification on out of school settings
- 24.5 to 24.10: new sections covering a school setting's status

As part of national social distancing measures to limit the spread of coronavirus (COVID-19), most children have been asked to stay at home and not attend educational facilities and childcare settings, to ensure that pupils and staff remain safe and healthy as far as safely. That is why, between 23 March and 1 June, education and childcare settings mainly remained open to only the children of critical workers and vulnerable children.

Throughout this document there is a distinction made between 'vulnerable children' and 'children who are in the definition as described in the coronavirus (COVID-19): guidance on social care during the coronavirus (COVID-19)'. Vulnerable children are a wider cohort, and those who are 'clinically vulnerable' is a narrower cohort.

As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus (COVID-19) has fallen.

Because of this, and as a cautious approach on 23 May, from 1 June we are asking nurseries and other early years providers (including childminders) to welcome back all children. Primary schools in England can welcome back children in key transition years (reception, year 1, year 6) from 1 June. From 15 June, primary schools can welcome back more pupils (in reception, year 1, year 2, year 3, year 4, year 5, and year 6). We know that these dates will be tricky ones for some but we have support from their teachers, to supplement their own home education.

Education and childcare settings are already open to provide support for those who are made progress in reducing the transmission of coronavirus we are encouraging all educational settings to open more. We no longer advise parents to keep their children at home, keep them at home if they can.

We have worked with public health England to ensure that our approach to the reopening of schools and other educational settings is based on the best medical and scientific advice.

We are asking nurseries, childminders, schools, and other educational settings to welcome back children in the specified groups, which should remain the predominant mode of education during the time that pupils do not attend school.

Our assessment, based on the latest scientific and medical advice, is that we need to reduce the transmission of coronavirus (COVID-19) in order to reduce the overall transmission. Secondary schools should therefore ensure that they are prepared to welcome Year 10 and 12 pupils on a rotund or any one time, including vulnerable children and children of key workers, on a voluntary basis, for some of their normal lessons, if they can do this. This is in addition to vulnerable pupils and children of key workers in other year groups, who should also attend full-time.

Secondary schools should also prepare for the approach being taken for mainstream schools to be extended to other year groups from 15 June, so that by 1 July they will be in a position to have in year 10, 12 pupils. Special schools, special post-16 institutions and hospital schools can also welcome back more of their children and young people in addition to those on specific year groups.

The following principles will apply to this phase of wider opening by schools:

- children and young people in eligible year groups are strongly encouraged to attend school, as it is mandatory for them to do so. Parents, carers, and guardians of child, can give the educational and wellbeing benefits of schooling
- vulnerable children of all year groups continue to be expected to attend educational provision, including those who are eligible for free school meals or have an education and care (EHC) plans. We will be informing by risk assessment approach
- children, young people and staff who have been classed as clinically extremely vulnerable, or who live with someone who is clinically extremely vulnerable, should do not expect people in this category to be attending school on campus and they should continue to be supported to learn or work at home as much as possible. Clinically extremely vulnerable children and young people can go to school unless they are pregnant, or part of one of various illness from coronavirus. Few if any children will be in this category, but parents should follow medical advice if their child is in this category. Clinically extremely vulnerable children and young people can refer to the detail in our shielding guidance
- a child/young person or a member of staff who lives with someone who is clinically extremely vulnerable, or who is pregnant, can go to school or work if they are pregnant, and follow their education or childcare setting
- if a child/young person or staff member lives in a household with someone who is displaying coronavirus (COVID-19) symptoms, they should follow the stay at home rule they are advised on coronavirus (COVID-19) and not go to school. Other members of their household may still be able to go to work or school if they are able to and are able to follow the rules on coronavirus (COVID-19) and social distancing. Children who live in a household with someone who is displaying coronavirus (COVID-19) symptoms, or who are themselves a coronavirus (COVID-19) case, should not go to school or other educational settings while they are ill or have to self-isolate. They should be supported to learn or work at home
- staff and children in groups or bubbles not attend if they become ill with coronavirus (COVID-19) symptoms and need to self-isolate
- protective measures will be put in place for staff and pupils, so far as is possible, to ensure that the risk of transmission is reduced

2.2 Why are you opening schools to more pupils now?

Thanks to the huge efforts everyone has made to adhere to strict social distancing measures, the coronavirus (COVID-19) rate of transmission has fallen. As a result of the sacrifices, we are able to begin to ease the restrictions on all of us. We know that we are able to begin to open up more of our educational provision. We know that we need to do this because we need to reduce the overall transmission of coronavirus (COVID-19) in order to ease it, the best place for them to learn, and because we know how important it is to ease the burden on parents who have been working from home and have been looking after their children.

Our approach is a cautious one, and in line with the experience of other European countries who have begun easing back pre-school and primary education in a phased way and focusing on primary schools and younger children first.

2.3 What scientific advice have you based this decision on?

We have been guided by the science throughout the coronavirus outbreak, including taking advice from SAGE and its various groups which is focused on the rate of coronavirus transmission. SAGE regularly publishes papers from its meetings.

The department has published a suite of papers which it commissioned SAGE's Modelling from the Interdisciplinary Sub and Pinbol Group that looked specifically at the risk of transmission of coronavirus (COVID-19) in schools, and the wider impact on society.

Our approach is a cautious one and recognises both the need for a phased approach to groups and that the safety and wellbeing of children, the staff that work with them, and their families is paramount. We are being guided by the experience of other European schools advice on how to minimise risks as they welcome more children back.

2.4 Why are primary schools returning before secondary schools?

We want to get all children back into school as soon as the scientific advice allows, prioritising those who have the most to gain from being back in school and those who have been affected by coronavirus and have been severe symptoms if they do get infected. We also want to ease pressure on childcare for a particularly demanding group of younger children.

Secondary school pupils typically travel much further to school or colleges and so for more likely to use public transport or school buses, and they are more likely to have higher numbers of contacts outside of school. They are also typically educated in more large classes than primary school children, and secondary school teachers teach minimum many lessons per day. So, for now, we are asking secondary schools to open, from 15 June, to only provide some limited face-to-face support for year 10 and year 12 pupils who are preparing for exams next year, to supplement their home education.

2.5 Can primary schools operate a rota system for eligible year groups returning from 1 June?

For the period from 1 June, when only Reception, year 1 and year 6 will be attending school, alongside vulnerable children and the children of critical keyworkers, we are asking primary schools to open for the full school day for these pupils. We know that this will ease the consistency of support and care required for the practical reasons, and also because we want these children to have the best support they can.

Rotas are also likely to require more regular and burdensome cleaning between groups, may limit staffing options as staff will also need to be on the same rota, and it is more challenging to complete in a clean way with full-time provision for vulnerable children and the children of critical workers.

We are therefore asking primary schools to welcome back eligible pupils full-time from 1 June.

2.6 Why are you only allowing a quarter of secondary school pupils to attend at a time?

Our assessment, based on the latest scientific and medical advice, is that we need to continue to control the numbers attending schools to reduce the risk of increasing transmission of coronavirus (COVID-19). We are therefore asking that only a quarter of year 10 and year 12 are welcomed at any one time, including vulnerable children and children of critical workers in these year groups who are still encouraged to attend full-time. We are also asking that secondary schools do not welcome back other pupils in these years, which should also attend full-time.

This approach reflects that older children are much more likely to use public transport and to be able to travel further. They are typically into more between groups at high school due to different lessons.

Staff and pupils in all settings will be eligible for testing if they become ill with coronavirus symptoms, as will members of their household. It is important for all vulnerable children to get back to childcare or education, and their parents to get back to work. We have put in place extensive measures to protect children and staff in these settings.

These are also clinically vulnerable, or are living with someone who is, should follow our protective measures.

2.30 Does this guidance change any legal obligations that schools have relating to health and safety, employment, or equalities?

No, this guidance does not supersede any legal obligations relating to health and safety, employment or equalities. It is important that employers and schools continue to meet with existing obligations, including those relating to individuals with protected characteristics. Schools should also continue to ensure they have due regard to their duty account when complying with these outstanding obligations.

The Health and Safety Executive (HSE) continues to regulate occupational health and safety during the coronavirus outbreak.

2.31 What should a member of staff do if they believe their workplace is unsafe and does not meet current Department for Education and Public Health England guidelines?

Employers, staff and workplace health and safety representatives should work together to resolve any concerns. If concerns cannot be resolved, they can be raised with the HSE. Employees can contact the HSE confidentially to report a concern. The HSE works with the relevant public health organisation and guidance is with local authorities. The HSE will consider taking action to ensure that the risks are controlled. This includes the enforcement of measures to control the risk of coronavirus (COVID-19) in workplaces. Further information is available on the HSE website: on reopening educational health and safety during the coronavirus outbreak.

2.32 Are education and childcare workers eligible for coronavirus testing?

Yes. If you have any of the symptoms of coronavirus, you can ask for a test through the NHS website.

If you're an essential worker in England, Scotland or Northern Ireland, you can apply for priority testing. You can also get tested through this route if you have symptoms of coronavirus and live with an essential worker.

2.33 Are children eligible for coronavirus testing?

All children and members of their households in England have access to testing if they display symptoms of coronavirus, including children under 5. A positive test will ensure rapid action to protect children and staff in their setting.

Tests can be accessed through the NHS website.

2.34 How will the Test and Trace programme work?

The NHS Test and Trace programme was launched on 28 May. The service will help identify, contact and support people who have contracted the coronavirus (COVID-19).

Anyone who tests positive for coronavirus will be contacted by NHS Test and Trace and asked to share the details of those they have been in close contact with. These household members, people with whom they have been in close contact, or within 2 metres for a period of 15 minutes or more.

People identified as having been in close contact will someone who has a positive test must stay at home for 14 days, even if they do not have symptoms, to stop coronavirus spreading the virus. Further information about Test and Trace is available.

If those in isolation experiences, then can make a claim to the DWP website or by calling 0800 175 6525. they must continue to stay at home for 14 days or until they receive a negative test result, if they are asked to take a test during the isolation period. Members of their household will not have to stay at home unless the person identified becomes symptomatic, at which point they must also self-isolate for 14 days to avoid contracting the virus.

2.15 How will schools be supported to open more widely?

Schools, and all childcare providers, have been working a vital role by continuing to provide care for the children of critical workers – children who are vulnerable, and children who are eligible for free school meals.

We have worked closely with the sector, and will continue to do so to support the wider opening of schools, colleges and childcare settings. We have published guidance on actions for education and childcare settings to prepare for wider opening from 1 June and 15 June, and we will be providing further guidance and information to support this. Information about protective measures which will be in place.

All schools are different, and it is not possible for government to set specific national guidelines that cover everybody's circumstances. Instead, we have created a set of statutory frameworks to help school leaders and trusts to stick to them through the coronavirus (COVID-19) pandemic, and to make the best decisions for their pupils. Frameworks can be used by governing bodies and school leaders to make decisions on the models they use, providing operational guidance to support schools and trust leaders to make the decisions that are best for their communities.

The department is planning to publish its updated frameworks shortly.

The department's guidance for secondary school provision is available here.

3. Responsibilities

3.1 What are schools responsible for?

From this week (commencing 1 June, we are asking that primary schools welcome back children in nursery, Reception, year 1 and year 6 alongside priority groups. Secondary schools should also welcome back children in Year 10 and Year 12 on a phased basis. Face-to-face support is supplement their remote education from 15 June. Special schools should be able to have a quarter of the year 10 and year 12 cohort (the schools with sixth forms) back in school by 15 June. Special schools and other schools should also be able to follow the same approach, including mobile classes, and support from priority and eligible year groups to ensure a consistent approach across England.

3.2 What are local authorities responsible for?

Local authorities are responsible for co-ordinating a response to the coronavirus outbreak in their area, including providing support to children, young people and educational settings (including academies and the independent sector). They will also continue to monitor SEND and the definition of vulnerable children, for research schools and trusts to support them in their decision making. They will also support schools, colleges, and other providers return to school from 1 June.

They are also responsible for supporting trusts and schools to assess the risks for children and young people, including disadvantaged, health and care SEND, looked after, migrant, and returning those children are safeguarding cases for whether at school/college or at home.

3.3 Who holds the responsibility for key decisions regarding wider opening?

In most cases the preparation for wider opening will be undertaken by the headteacher and senior colleagues. However, relevant bodies (such as local authorities, academy trusts, governing bodies, and proprietors) will need to be involved in the process and decisions and plans should be confirmed with them, particularly risk assessments of the school opening more widely, before pupils and staff return.

3.4 Are schools expected to share resources?

In some cases are experiencing high demand for places, in some cases staff shortages, local authorities will co-ordinate support from other schools in the area. Regional school commissioners will also be working with local authorities to support the sector in this exercise. Schools are expected to be flexible and work together where required.

Some multi-academy trusts operate across different local authorities, and can assist in ongoing arrangements between their schools if appropriate.

Schools should not apply their admissions arrangements to temporarily offering places to such children and they should not register them as pupils.

Children that temporarily attend another school are still considered as pupils at the host school for all other purposes other than registration. Host schools do not have to record their attendance in the school's attendance register, but should, in addition to emergency cases, alongside their regular registers.

However, they will still need to fulfill safeguarding, medical, special educational needs (SEN), and other duties in relation to these children. Schools will not be able to charge for the education of these children and will be able to apply their normal admissions arrangements.

3.6 What data needs to happen if a child is attending a different setting than usual?

Important information should be provided on day one, including emergency contact details, dietary requirements and medical needs to safeguard the health, safety and wellbeing of children.

3.7 If children are attending an alternative setting, will transport be provided?

We will work closely with local authorities to put the necessary arrangements in place to support children.

3.8 What is expected of schools in terms of opening hours?

We expect schools to operate for their normal hours. Where possible, we would encourage breakfast club and other provision to be made available to support the

3.9 Can schools flex on legal requirements in order to deliver this service?

The Coronavirus Act 2020 allows for the temporary disapplication or modification of some requirements on schools, including within the care support plan and the education and health care plan, where it is necessary and proportionate to do so in order to prioritise access to a priority. Where schools and trusts have concerns about the impact of staff absence – such as their delegated duties and legal duties – they should discuss immediately with the local authority or trust.

4. Prioritising pupils

4.1 Is it necessary to prioritise children?

Education and childcare settings are already seen to priority groups, ensuring the continued care for children who are vulnerable and for children whose parents are critical to the coronavirus response, so that their parents and carers can continue to work in critical roles and support the coronavirus response.

In the first phase of school opening, we will prioritise the return of pupils in certain cohorts or overall numbers. Today, because there is mandatory high scientific confidence in coronavirus (COVID-19) risk reduction from the measures in place in education settings, we can now prioritise access to education across the entire school year, with the exception of those which have current out of education per cent higher than in addition, older children are more likely than younger children to be able to travel to school on their own (independent transmission risk, and their ability to adhere to social or home.

The 2 year groups within mainstream primary have been prioritised because they are key transition years – children in Reception and year 1 are at the very beginning of their school career and are mastering the essential basics, including counting and the foundations of reading and writing. Year 6 pupils have been prioritised because they have that attending education plays the foundation for following their education, supports children's social and emotional development. Year 10 children are finishing their GCSE courses and need to be in school to complete their exams. Year 12 pupils are transitioning from the sixth form into further education, training or employment.

The 2 year groups in mainstream secondary schools have been prioritised because they are transition years – children in year 7 are starting secondary school, and year 11 are in their GCSE exams. From 15 June, we are seeking secondary schools to prioritise attendance for face-to-support for year 10 and year 12 pupils (and equivalent) to supplement their existing offer of face-to-face support for year 11 pupils (and equivalent). Year 10 and year 12 pupils (or equivalent) will continue with their learning in school at any time.

4.2 How should schools prioritise the return of priority children and respective eligible year groups?

From 1 June, as more children return to primary schools, we expectate that each primary school will welcome back children in the 2 year groups mentioned above. It may not be able to open to more children immediately, and it may need to be in continuing to work with the sector to ensure any schools experiencing difficulties are supported to welcome back their pupils. Schools should use their risk assessments as part of the protective measures guidance (linked above) when deciding their local authority or trust. If necessary, settings have the flexibility to focus first on ensuring that children in the priority groups can return, before welcoming other learning settings attendance groups of children or children.

- early years settings - 3 and 4 year-olds followed by younger age groups
- infant schools - nursery (where applicable) and Reception
- primary schools - nursery (where applicable), Reception and year 1

4.3 How are critical workers defined?

Children with a parent or carer who is critical as a critical worker are eligible for a school place.

We will monitor closely the expectations of schools in identifying critical workers and children of critical workers, and will work with the sector to ensure that the key representatives of school leaders to ensure they have the clarity they need to make decisions about who can attend school. Guidance is provided to support school prioritisation to provide further clarity on who can and the identification of critical workers.

We can confirm that:

- researchers are included if their work is critical to the coronavirus response
- pharmacists are included in the list of health and social care staff that are essential to the coronavirus response
- the list of critical workers is independent of other countries, and who are essential to the coronavirus response, are included in the definition of critical workers and prioritised
- parliamentarians and essential parliamentary staff are also included in this list

4.4 How are vulnerable children defined?

During the coronavirus outbreak vulnerable children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including those who have a child in need plan, a child protection plan or are looked after children
- have an education, health and care (EHC) Plan and it is determined, following a risk assessment, that their needs can be met safely or more safely in the school setting environment
- have been assessed as otherwise vulnerable by education providers or local authorities (including those who are at risk of being the victim of or likely to be exposed to risk of continued abuse or neglect. This might include children and young people who are the edge of receiving support from children's social care services, adopted children, those who are being kept under careful consideration by a local authority, those at risk of being in transitory accommodation, those who are young carers, those who are in the provider and local authority discretion.

Read the guidance on how schools should continue to support vulnerable children.

4.5 What are our expectations regarding vulnerable children and young people attending educational settings?

Schools and colleges are expected to welcome vulnerable children and young people for them (that is where there are no safeguarding concerns for the child or their household), unless their risk assessment or their local authority or trust has identified a clear educational and wellbeing benefit of attending. Vulnerable children and young people regardless of year group. that have not been attending in the recent period are expected to be prioritised for attendance, alongside those who are in the priority groups. Both summer of attendance expectations across the different groups of vulnerable children and young people is as follows:

- for vulnerable children and young people who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the guidance on shielding and clinical vulnerability for more information), or where a risk assessment, shielding and protecting people defined as medical grounds, or extremely vulnerable
- for vulnerable children and young people who have an education health and care (EHC) plan, attendance is expected where it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational setting. Decisions about attendance should be made in partnership between the school and local SEND leads and parents.
- for vulnerable children and young people who are deemed otherwise vulnerable, at the discretion of the school and local authority, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice on shielding and Public Health England on households with possible coronavirus infection), and shielding and protecting people defined on medical grounds, or extremely vulnerable.

4.6 How do we identify pupils who are the children of critical workers?

Please refer to the critical worker list.

Schools should speak to parents and carers to identify who requires a school place.

All proven necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip.

4.7 Should schools only offer places to children of single-parent critical workers and children where both both parents are critical workers?

Children with at least one parent or carer who is critical to the coronavirus response can go to school if required.

4.8 Can support and teaching staff send their children to school?

Teachers and school staff are critical to the coronavirus response, so can send their children to school.

4.9 On schools, trusts and local authorities take a flexible approach to the vulnerable children definition depending on their local circumstances?

We know that schools and trusts will have some knowledge of children they consider vulnerable, and will be able to use their professional judgment in such. for example, children who have been referred to children's social care but not yet appointed a social worker. In addition, we know that schools and trusts will have a good understanding of their pupils, although they should take care to balance this with normal numbers of pupils going to school in their local area.

Eligibility for free school meals doesn't, in and of itself, be a determining factor in assessing vulnerability.

4.10 Do children in foster care come under the definition of vulnerable children?

Yes, as children who are looked after by the local authority are eligible. For all looked after children, local authorities will be well placed to identify their carers and to ensure foster carers know that they will be eligible for a temporary school place and how to access support.

5. Funding

5.1 Will state-funded schools receive funding support?

State-funded schools will continue to receive their funding in the usual way, and, regardless of any periods of partial or complete closure. That will ensure that they can continue to pay their staff and meet their other financial commitments, as we move through these extraordinary times.

We know that schools may face additional costs as a result of the coronavirus and have published guidance setting out the process for schools needing to claim for these exceptional costs.

6. Attendance

6.1 Is attendance compulsory?

Eligible children - including priority groups - are strongly encouraged to attend their school or other education setting, unless they are shielding or clinically vulnerable.

As one with symptoms should attend in setting for any reason. If someone in their household is extremely clinically vulnerable, children should only attend if their social distancing can be adhered to, and the child is able to understand and follow those instructions.

Families should notify their school as normal if their child is unable to attend so that staff can prepare for absence with their parents and relevant agencies together.

Parents will not be fined for non-attendance at the time.

6.2 Will parents be penalised if their child does not attend school?

Parents will not be penalised if their child does not attend school. We expect schools and other relevant partners to work with and support the vulnerable children and their families to ensure attendance.

Under the Coronavirus Act 2020, we have relaxed the law, so that the parent of a child of compulsory school age is not guilty of an offence on account of the child's non-attendance at school if the school which the child is registered (section 444 of the Education Act 1996).

6.3 Can the children of critical workers and vulnerable children still attend school, even if they are not in priority years?

Yes. Now that we have made progress in reducing the transmission of coronavirus we are prioritising the return to school of children in the 2 priority groups, plus those who are critical to the life of their household, even if parents are able to keep their children at home.

Vulnerable children and young people of year groups are expected to attend educational provision where it is appropriate for them to do so. Further guidance on vulnerable children and young people is available.

6.4 How can schools encourage pupils to attend and maintain good attendance?

For those pupils eligible to attend, schools should address absence by sensitively and supportively working with families to understand the barriers to attendance and shift them to emergency action appropriate. Families should notify their nursery/school/college as normal if their child is unable to attend. Schools should also notify their local authority with concerns or when absence is persistent or sudden (that is and doesn't).

Schools should work together with local authorities and other relevant partners to ensure pupils who are not attending school are safe and well. Where pupils are not attending school regularly, school and other partners should contact their families in circumstances of each child and parent in order to ensure that they are appropriate to attend school. Where pupils are not attending school regularly, school and other partners should proactively absent or at risk of being so.

As one with symptoms should attend in setting for any reason. If someone in their household is extremely clinically vulnerable, as set out in the guidance on shielding, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.

Schools and colleges should continue to inform social workers where children with a social worker do not attend.

There is an expectation that vulnerable children and young people will continue to attend educational provision, if it is appropriate for them to do so.

In circumstances where parents do not want to bring their child to school or educational setting, and their child is considered vulnerable, the social worker (where appropriate) will need to have a conversation with the family to understand the reasons for the absence. Where parents are concerned about the risk of the child contracting COVID-19, the school or social worker should talk through these concerns with the parent following the government's COVID-19 risk assessment guidance. Ultimately, the decision to allow a child to social worker (where relevant) where the child does not attend school.

Where applicable, designated safeguarding leads and/or equivalent staff should keep social worker their LA's vulnerable children and young people's plans, and attendance attending provision. Providers are encouraged to share their lists of vulnerable children and young people with their local authorities where they are able to do so. Education providers, social workers, local authorities and other relevant partners should work together to ensure adequate and appropriate arrangements are in place to support those who are not attending. Local authorities, in their role as corporate parents, or not attending for an agreed or non-agreed reason, such as illness, school refusal or exit. To support this, educational settings should take the opportunity when welcoming back pupils to ask parents and carers about their intention to return. Local authorities can contact and ask for any additional emergency contact numbers where they are available.

6.5 Do schools need to take an attendance register?

Schools should resume taking the attendance register following the opening of schools to pupils. Schools should use the attendance register to keep a record of who is attending and who is not, in accordance with the school attendance guidance.

Schools should also continue to submit the Educational Setting Status form on the online portal to report whether they are open and how many children and staff are in school.

6.7 Can the attendance register be taken at different times to accommodate for staggered start times?

Schools should have a policy on how long the register should be kept open and where a school implements staggered start times, they may wish to consider temporarily extending this period.

6.8 Will schools be held to account for their attendance data at this time?

Schools and colleges will not be held to account for attendance levels at this time.

6.9 Is there any responsibility on schools to keep monitoring vulnerable children's attendance?

Yes. Local authorities should continue to work with schools to monitor the welfare of children who are vulnerable, including those who are not attending school, and to take steps if such action, for safeguarding purposes. Further information is set out in the vulnerable children guidance.

7. Transport

7.1 How should children, parents and carers travel to school?

Parents and children and young people should be encouraged to walk or cycle where possible, and avoid public transport at peak times.

They should refer to safer travel guidance for passengers.

7.2 Will local authorities be able provide free home to school transport for all eligible children attending school?

Home to school transport provided or organised by schools, trusts or local authorities only sends. Schools, trusts and local authorities should work together and with transport providers to ensure that children who need to travel can do so in safe circumstances, including the measures being put in place to reduce contact.

Further guidance is available on guidance on implementing protective measures.

7.3 What is the maximum number of children that should travel on a school bus, minibus or taxi?

Given the variety of vehicles used to deliver school transport this is a matter for local authorities and their transport providers to determine, taking into account their risk assessment. They should refer to the Department for Transport's safer transport guidance for transport operators.

7.4 Is PPE needed by staff on home to school transport?

No. PPE is generally not recommended outside of the critical setting.

The majority of staff in educational settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. Further information is set out in the guidance for educational settings (including nursery), see the guidance on safe working in education, childcare and children's services.

Local authorities and transport providers should explore ways and social distancing is not possible, for example, where they have complex needs, and may need to provide access the vehicle or fasten seatbelts, schools should take appropriate actions to reduce risk. Further information is set out in the guidance on protective measures.

8. Working with parents

Read the guidance for parents and carers about wider opening of schools and educational settings from the 1 June.

8.1 How should schools identify which pupils are the children of critical workers?

> Refer to the critical worker list.

Schools should speak to parents and carers to identify who requires a school place.

If required, we recommend asking for simple evidence that the parent in question is a critical worker, such as their work ID badge or their employer on their job is and how it is critical to the coronavirus response.

If any problems occur, schools should speak to their local authority.

8.2 What if my school is closed, but parents bring their children in?

Once schools have assessed their demand and capacity, any schools that are unable to ship open should liaise with their local authority, and communicate with parents regarding whether their child needs to attend an alternative setting.

8.3 What are the expectations on schools regarding staying in touch with parents whose child is at home?

Schools and colleges should use best endeavours to support parents and carers as well as those remaining at home, making use of the available remote education support.

We want to support schools and parents to ensure children and young people receive education and continue. It helps our most disadvantaged young people access online learning, and we have made a range of free and subsidised resources available to support pre-preparing for secondary (year 6), receive support from a school and parents and carers.

Where pare carers, children with a social worker at secondary school and children in year 10, do not have internet connections, we are providing them with 4G dongles so they can access at home. And. the country's major telecommunication providers will provide free access to their mobile networks to educational resources for families expressing these data limits charges.

We recognise that many schools have already shared resources for children who are at home and prepared for this. Further support includes:

- a list of educational online resources which have been identified by some of the sector as being of high educational quality to help pupils to learn at home
- enhanced online protection from the DfE, to include daily streams, starting from 20 April 2020
- resources from Ofsted, Teaching Schools, a wide-ranging offer to support teachers educating their pupils remotely during the current crisis

Schools and local authorities should continue to support the welfare of vulnerable children who are not attending school, and other pupils they might wish to keep in touch with, for safeguarding purposes.

8.4 How does my school support parents and carers keep their children safe online?

Schools and local authorities with parents and carers, schools should emphasise the importance of parents and carers using online support for their children's safety. Vulnerable organisations/individuals who can provide evidence that they are safe and can be trusted to have access to children. Read the guidance to keeping children safe online.

9. Safeguarding

9.1 Do safeguarding duties remain the same during the COVID response period?

Yes, schools' safeguarding duties remain the same. They must continue to have regard to the statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE). Schools and local authorities should ensure that they are able to discharge their statutory duties to ensure appropriate regard to KCSIE and suggest where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

10. Workforce

10.1 Who can work in schools during the coronavirus outbreak?

We have published separate guidance on implementing protective measures in education and childcare settings, which includes information on shielded and clinically vulnerable adults.

10.2 Should school staff with an underlying health condition stay at home?

Our implementing protective measures in education and childcare settings sets out that, in accordance with the wider advice for the general population, we expect all adults in all settings to be capable of observing Covid-Secure Communications such as those who are pregnant, are advised to take extra care in observing social distancing and should work from home where possible. Employers should be sensitive to the needs of their workforce, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. More advice on this can be found in the Disease transmission between children in medical settings in a coronavirus (COVID-19) outbreak.

We are strongly advising people, including education staff, who are clinically extremely vulnerable to shield themselves from the virus by staying at home and minimising face to face contact with others. Shielding measures have been advised for people who are clinically extremely vulnerable to COVID-19 (coronavirus) and who are at risk of severe illness from coronavirus and have been advised by their consultant or GP to shield. Shielding (through a letter) to vigorously follow shielding measures in order to keep themselves safe. Read the guidance on shielding and clinically extremely vulnerable people. Read the guidance on shielding and protecting people defined on medical grounds as extremely vulnerable.

10.3 Should staff who live with someone with a serious underlying health condition, who is taking shielding measures, stay at home?

If a member of staff lives with someone who is clinically vulnerable (but not extremely clinically vulnerable), including those who are pregnant, they can attend their workplace, if it is safe for them to do so.

If a member of staff lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on Shielding and protecting people defined on medical grounds as extremely vulnerable, they can attend their workplace if it is deemed appropriate and stringent social distancing can be adhered to. If stringent social distancing cannot be adhered to, they should be supported to work from home.

10.4 What should school leaders do if staff do not want to come into school?

Staff who are considered extremely clinically vulnerable or who are in a clinically vulnerable group should not come into school or other clinical settings and will be advised by their GP or hospital specialist to follow the shielding advice. Staff who are either clinically vulnerable or clinically extremely vulnerable, or who live with someone who is in these groups, should:

Whilst other staff should be able to come into school, it is natural that some employees may have concerns about returning to work. It is important that school leaders take a fair approach to their colleagues, headteachers and school leaders should work closely with employees and unions, where appropriate. School leaders will be in the best position to know their staff and should be able to deal with any concerns sensitively in individual cases. We are working on an unprecedented context and decisions taken and discussion then must be respected. It is always best, if at all possible, to reach agreement. Staff should be encouraged to talk to their manager about any concerns they have and setting the school context is responsibility to be effectively discussed. Staff should be encouraged to raise any concerns, speak to your union representative or seek advice from the Government's Advice, guidance and support for education and childcare settings and the Education Support helpline.

For primary schools, classes should be split in half, with no more than 15 pupils per class. For secondary schools, pupils should be split into groups of no more than 15 pupils and stay in their cohort.

From 20 June in mainstream secondary schools, the basic principle is that classes should be made from half their usual size, with mixing between different groups of pupils kept to a minimum. We recognise that the range of subjects taught in secondary schools and the organisation of teaching means that it is sometimes harder to keep pupils in support from subject teachers, but we expect that groups should be kept together for mixing.

Normally one teacher should be allocated to a group but if there are any teachers who are clinically vulnerable or clinically extremely vulnerable, or who live with a teacher. Their detail is provided in our guidance on Implementation of Risk Assessments Coronavirus (COVID-19) guidance.

Each setting is unprecedented so will be slightly different. Any setting that cannot achieve the guidance should do what they can to reduce the risk as much as they can and be clear about the rationale behind the decisions they have made and how they are putting in place for priority groups and then, to support children's every learning, settings should prioritise groups of children as follows:

- early years settings - 3 and 4 year olds followed by younger age groups
- primary schools - reception followed by other year groups
- primary schools - nursery/pre-school(aged), Reception and year 1

11.2 Are teachers still entitled to planning, preparation and assessment (PPA) time?

Yes, teachers have a right, through their terms and conditions, to their PPA time. Headteachers should be reasonable in their approach to teachers' commitments and assessing staff availability and risk assessments in advance of wider opening.

11.3 Should schools be using temporary workers?

Furloughs from they may struggle to meet demand for places, they should liaise with their local authority or trust over their arrangements.

Schools prepare for the return of eligible groups from 1 June. they will need to know how many teachers, teaching assistants and other support staff are available to work. It is also important that they know how many children are likely to attend, so they can consider possible solutions with their local authority or trust. Possible solutions include using supply teachers, or teachers who may be capable teachers, teaching assistants or deployed staff, to teach who may be capable teachers, teaching assistants or deployed staff to teach the vulnerable pupils and the children of key workers provided to be in school by 1 June.

11.4 Will teachers and other school staff be asked to work in alternative settings?

Staff may be asked to their support in such a different location, or to undertake a different required provision during the challenging period. In some cases, staff members may be required to undertake a different role in a different setting. Staff should be aware that working in schools for families where concerning whether it is necessary to work in other settings. Whether an individual can be required to work in an alternative setting will depend on their individual circumstances of employment.

Once schools have assessed their demand and capacity, any schools experiencing difficulties should contact their local authority or trust. Local authorities and trusts will need to know and plan, for their school staff but also alternative provision.

Schools and local authorities should have regard to DfE's guidance on protective measures when making their arrangements.

Teachers and other school staff should continue to be paid by their employer as normal, regardless of where they are working.

11.5 Do teachers and other school staff require new DBS checks to work in an alternative setting?

Where moved to other schools/settings on an already-engaged or requested activity, and already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained for temporarily move to another setting or to undertake the role of children.

The type of setting on the DBS check for example, a specific category of school, is not a barrier. The receiving setting should not assume as they would for a barrier. The paragraphs 167 to 170 of keeping children safe in education (KCSIE).

Whilst the vast majority of schools by optically themselves that continuous in their setting has had the required checks including, as required, these will not start 2 of KCSIE, in exceptional circumstances, where a school or college is satisfied that it is safe for a person to assume from the current employer rather than requiring new checks.

11.6 Will there be changes to the way DBS checks are carried out as a result of social distancing guidance?

No. Please refer to the guidance on changes to DBS ID checking guidance.

11.7 Will there be enough support staff to provide support for pupils with EHC plans?

Local authorities and health commissioning bodies are responsible for securing provision for pupils with EHC plans. The Secretary of State for Education has issued a notice to health bodies, so that local authorities and health bodies can discharge the duties in relation to children and young people with EHC plans. Local authorities should liaise responsibly with all EHC plan or is currently in school, to discuss, determine and agree the provision that is required to be in place for the child.

We trust headteachers to use their discretion and judgement around the deployment of support staff in the wider guidance of vulnerable children and young people.

11.8 What are the expectations on school staff working from home?

We would expect school staff to continue to support the education of pupils, and wider duties to children and young people, as appropriate and reasonable to do so. We trust school leaders should be mindful of staff well-being and practical circumstances when designing these arrangements.

11.9 Can schools use volunteers to support the care and supervision of children?

DBS criminal enrolments may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.

11.10 What advice is available for teachers from overseas?

Staff from overseas who have immigration concerns should follow government guidance about visas and immigration.

Staff from overseas who have questions about travelling during the coronavirus outbreak should follow government guidance for education staff.

12. Recruitment

12.1 Can schools continue to recruit teaching and support staff during coronavirus outbreak?

Yes, they can. It is important that schools have the workforce they need, and recruitment is essential to ensure that children and young people are safe and with social distancing guidelines. We trust schools to use their judgement in deciding what recruitment is needed and how this can best be done given the circumstances.

DfE is asking publicly-funded schools to use the Teaching Recruitment Service. This is free, national service for teaching and teaching leaders. Using vacancies here will ensure that candidates are vetted in a way that allows them to gather information on the impact of school closures on teacher recruitment.

12.2 Can schools continue to recruit head teachers during the coronavirus outbreak?

The recruitment of headteachers is a matter for individual schools and their governing bodies. The National College for Teaching and Leadership (Teaching Recruitment Association (TRA)) are now governing boards virtual recruitment during the coronavirus outbreak.

12.3 How can schools recruit during the coronavirus outbreak?

Social distancing guidelines may mean it is not possible for schools to hold face-to-face recruitment processes. Interviews should either happen remotely, for example using online video or telephone interviews, or be delayed for a later date. Schools will need to be flexible and pragmatic in their approach, and should take into account the opportunity throughout the selection process. We trust schools to use their judgement in implementing this.

12.4 Will there be changes to the way pre-employment checks are carried out as a result of social distancing guidance?

When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance Keeping children safe in education. We trust school leaders to use their judgement to make best made to the DBS standard and enhanced ID checking guidance.

- ID documents to be viewed over video calls
- scanned images have to be sent in advance of the DBS check being submitted
- the applicant will be required to present the original versions of these documents when they first attend the workplace, and retain and complete the right to work checks within office from 19 March 2020.

In addition, the Home Office guidance regarding face-to-face interviews when checking the right to work has been removed.

As of 20 March 2020, the following temporary changes have been made:

- checks can be carried out over video calls
- job applicants and existing workers can send scanned documents or a photo of documents to their employer to prove their right to work in the UK or their identity
- employers should use the Employer Checking Service if an prospective or existing employee cannot provide any of the accepted documents.

12.6 Can schools retract offers of employment for new staff due to financial implications of coronavirus?

We do not expect schools to rescind offers of employment for new teaching or support staff, or withdraw offers of placements, because of the financial impact of the coronavirus that is unlikely to be caused by, or exacerbated by, coronavirus or related complaint closures. This will ensure that they are able to continue to pay for staff and meet their other legal financial commitments.

13. Disciplinary and grievance processes

13.1 An employee's able to continue with employment actions such as disciplinary or grievance processes?

Schools and colleges must continue to follow their legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of Keeping Children Safe in Education (2020).

Schools and colleges must continue to follow their duties as set out in the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's "Teacher misconduct: the prohibition of teachers" guidance. Further details on this guidance should be made by reading the Procedures Teacher Misconduct Cases.

Whilst other employee actions are not a matter for DfE to determine, we would expect that employers are mindful of the unique challenges presented to teachers and school working in schools as a result of the coronavirus outbreak, and use their discretion so that it is reasonable and fair in the circumstances. Cases should be carefully considered on a case-by-case basis and in discussion with the members of staff involved. Where a case does continue, employers should consider how best to conduct the process in a manner that is fair and reasonable. Employers and employees in schools should also refer to regulation 7 of the School Staffing (England) Regulations 2009.

14. Pay

14.1 Will teachers and other school staff continue to be paid?

Yes. Teachers and other school staff will continue to be paid during this period as normal, and we expect schools to continue to fulfil their contractual duties to their staff.

14.2 Will teachers and other school staff be entitled to sick pay for an absence caused by coronavirus, including the need to self-isolate if a member of their household has displayed symptoms?

Arrangements for teachers and school staff pick pay are agreed between employers and their staff, in accordance with their terms and conditions of employment. Sick pay is regardless of any period of partial or complete closure, and we would expect pay to continue as normal.

14.3 Should approvals and performance management processes continue for teachers during this period?

Yes, normalised schools should continue to adhere to the School Staffing (England) Regulations 2009 (SSR), which includes the requirement to ensure that all pay decisions are made in accordance with a pay policy and governance. We trust school leaders to use their discretion and judgement when, in relation to performance management and appraisal arrangements to take account of the current circumstances.

Schools must ensure that teachers are not penalised during the appraisal process or in relation to their pay because of circumstances arising from the coronavirus outbreak, closures, where this has impacted on the ability of the teacher to meet fully their objectives.

14.4 Should approvals and performance management processes for support staff continue during this period?

Approvals and performance management for support staff should be carried out in accordance with the employer's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

15. Supply teachers and other contingent workers

For information on supply teachers and other contingent workers in state funded schools, please refer to the guidance on financial support for education, early years and children's social care.

15.1 Should schools continue to pay contingent workers that they directly employ?

We expect schools to ensure any employees funded by public money continue to be paid in the usual fashion, from their existing staff budgets, in line with the HM50 Treasury Contract Management Regulations.

Where schools have less arrangements with contingent workers that they directly employ, and where the schools is that workers' employer, schools should continue to pay these workers from their existing school budgets and not furlough them.

15.2 Should schools continue to pay contingent workers that they directly employ on a zero hours or casual basis?

We trust schools exercise discretion to make appropriate payments based on the interests of their staff and workers during the coronavirus outbreak.

Where schools have contracts with agency workers, or workers who are directly hired on an ad-hoc basis, for instance workers who work on a zero hours or casual basis, they should continue to pay workers for the work they have undertaken in good faith. These workers continue to be provided with work they should be able to perform within the terms of their contracts, from existing budgets.

Where schools or local authorities have recruited to cover their public funding to engage such workers and had budgeted for this, but work is no longer needed due coronavirus, we expect schools to pay the agreed fees in full. We would also expect schools to make use of the Coronavirus Job Retention Scheme (CJRS) for contingent workers furloughed because of coronavirus. We trust schools to use their discretion and judgement in deciding which levels of support to cease/pay workers during the coronavirus period.

Schools should pay the worker at 80% of their usual pay, in line with the agency to ensure workers who were not on live assignments when schools began closing or reducing their provision, or who were on live assignments but for whom work has subsequently ceased, 20 weeks. Let you weeks, as the contingent worker has been furloughed and assignment to determine the average days or hours worked. This average should be used to determine the amount of the furlough payment. Schools should also be ceasing routing to pay instalment of usual direct workers with agency workers. The total amount payable should be limited to the amount the school or local authority had originally budgeted for such workers from their budget.

Schools and local authorities should not furlough workers unless the circumstances described in paragraph 4 of DfE's guidance on furloughing workers and furloughing a casual or zero hours worker.

15.3 What schools do if they have already ended contracts with contingent workers that they directly employ?

Where schools have contracts with directly hired staff that have been terminated earlier than the original terms set out due to coronavirus these contracts should be reviewed on the terms previously agreed, as long as the contractor is not advocating another government support scheme.

15.4 Should schools continue to pay agencies for workers on live assignments?

Schools are advised to refer to all parts of the Procurement Policy Note 02/20 (PPN 02/20), which provides guidance for public bodies on payment of their suppliers for the purpose of ensuring the continuity of vital services during and after the coronavirus outbreak.

Where schools have agency workers on live assignments who can continue to work, schools should continue to pay agencies for workers in line with the terms of the contract and set out in PPN 02/20. Agencies for who schools have agreed to continue to hire with the guidance should not furlough those workers, and should follow the open book principles set out in PPN 02/20 to provide schools with a breakdown of costs they are continuing to be asked to pay.

Where schools have agency workers on live assignments who cannot continue to work with schools and agencies should refer to the guidance set out in Procurement Policy Note 02/20.

15.5 Does the advice in PPN 02/20 require existing contracts to be extended when they expire?

The Procurement Policy Note 02/20 advice covers the length of existing live assignments up to the point that had been previously agreed. It does not require these agreements to be extended further if the resource will not be required.

15.6 What support is there for agency workers who are not on a live assignment or whose work has come to an end?

Where agency workers are not on live assignments with schools, or where previously agreed assignments have ended, schools and agencies should discuss and agree a fair rate for the remainder. If there is no further demand, the employer can apply to furlough the worker using the Coronavirus Job Retention Scheme.

Once a worker has been furloughed, they become ineligible to work and cannot provide services for their employer for a minimum of 3 weeks. Schools and agencies should have this context when discussing ongoing requirements and agreements should keep this under regular review.

15.7 How much should temporary workers be paid if they are furloughed?

Read information about the Coronavirus Job Retention Scheme and how it operates. This includes how payments for furloughed workers are calculated.

15.8 What support is there for self-employed workers?

Self-employed workers who no longer able to work due to the coronavirus will be able to access support through the Self-Employed Income Scheme.

15.9 Can schools start new temporary contracts with agencies and workers?

We expect schools all draw first on their existing staff to maintain necessary provision, including those who are furloughed or who have been furloughed on a part-time basis throughout this period. We encourage schools and employment businesses/agencies to continue to liaise on any potential need to ensure workers are available where required.

15.10 Will schools receive additional funding to manage the cost of hiring additional temporary workers?

Schools are continued to receive their budgets for the coronavirus period, regardless of any periods of partial or complete closure, and this will ensure they are able to continue to pay their staff and meet their other legal financial commitments, including the reduced provision required during this unprecedented period.

We do not anticipate schools will need additional funding specifically to manage the cost of hiring additional temporary workers, as we expect most schools will draw on their existing staff and budgets to provide ongoing provision.

15.11 Should schools continue to pay supply teachers supplying their services through a Personal Service Company (PSC)?

Since the summer of the supply teacher are still required and they continue to work, we expect schools to ensure the supply teacher will be paid in the usual fashion, from their existing staff budgets.

Where the schools is closed or has reduced capacity and no longer requires the services of a supply teacher, schools should be engaged in whether the PSC is furloughed by the school, or in an employment agency.

Where the supply teacher's PSC is paid by the school directly, schools are advised to refer to the guidance on furloughing workers. Where the supply teacher's PSC is paid by a supply contingent workers should be paid at 80% of their pay rate up to a maximum of £2,500 per month.

Where the supply teacher's PSC is paid via an agency, it may be appropriate for a claim to be made under the Coronavirus Job Retention Scheme (CJRS). Contractors who are furloughed should be paid at 80% of their pay rate up to a maximum of £2,500 per month. In this scenario, if the school anticipated its budget provision for supply staff would have to confirm this with both the contractor's PSC and the agency. The agency would then make a claim to HMRC for the 80% of the contractor's salary and would pay the contractor is to do so for the school to the full amount budgeted for the contractor.

More information on the CJRS for supply teachers who supply their services through a PSC can be found at Phase 2 new guidance for your employees, employers through the Coronavirus Job Retention Scheme.

16. Delivering education and support to pupils

16.1 Are schools expected to provide education as normal to vulnerable pupils and the children of critical workers in attendance?

We understand that these are extraordinary times. The most important thing is that children of critical workers and vulnerable children are supervised and properly cared for in a safe environment. We also want to ensure that children receive as much education in the day time as for 3 of this time.

No school will be penalised if they are unable to offer a broad and balanced curriculum during this period. We trust schools to use their judgement in deciding what can and will be provided if they are unable to provide the full curriculum offer, across all 7 areas of learning for children in their early years provision.

16.2 What are the expectations for children returning to school in the autumn?

We are planning for the return of all children in the autumn term on the basis that schools will open as usual and that we will be able to provide a full curriculum and other services to children and young people. We will be guided by the advice from the scientific and medical advisers on what is necessary to ensure that this can be done safely.

We are also planning for the return of children in the autumn term on the basis that we will be able to provide a full range of services to support their education and well-being, including school meals, transport, and extra-curricular activities. We will be guided by the advice from the scientific and medical advisers on what is necessary to ensure that this can be done safely.

We are also planning for the return of children in the autumn term on the basis that we will be able to provide a full range of services to support their education and well-being, including school meals, transport, and extra-curricular activities. We will be guided by the advice from the scientific and medical advisers on what is necessary to ensure that this can be done safely.

What general guidance should we follow when we assess pupil readiness and teachers to:

- consider their pupils' mental health and wellbeing and identify pupil groups who may need additional support to settle back into school
- assess where pupils are in their learning, and how educational provision to the curriculum may be needed over the coming weeks
- identify pupils who may need additional support with English and maths groups, including disadvantaged pupils and SEND and vulnerable pupils
- support pupils in year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to year 7

As has been the case during the partial closure period, no school will be amongst if not unable to offer a broad and balanced curriculum to their pupils during this period.

16.3. What support is available for children/young people in receipt of SEND support?

Pupils who would usually be in receipt of SEND support (those without EHC plans) or who have identified emerging needs should continue to receive support from their school/college over the facilities to consider whether other children have vulnerabilities that mean they are safer at school/college that at home. However, we recognise that some children will be able to be supported and educated at home. educational settings, local authorities and parents. Further information can be found in the guidance on supporting vulnerable children and young people during the coronavirus outbreak.

Pupils on SEND support who are at home will continue to have ongoing planning needs. Ensuring there are good communication channels between educational settings and families will be important. Many children with SEND who do attend school or college provide some responsible teaching material, delivered by teachers or educational needs co-ordinators (SENCOs) in particular may be able to act as a support to other teachers who are teaching SEND pupils. Many SENCOs will be working with teachers with the large proportion of children with SEND who are in school or college and consolidate their learning at home. The government has also published details of vulnerable learners and SEND, which includes those designated for intervention.

16.4. How are you going to ensure pupils who are still learning from home access appropriate teaching?

We want to support schools and parents to ensure children continue to receive a education can continue.

We ran a consultation (ended 4th March) to boost remote education, including giving children from disadvantaged backgrounds across England, Lord Jeremy and those who are vulnerable access to laptops and tablets, and connectivity to the internet if they lack it at home. Additionally, Members of Parliament (MPs) will be asked to take part in a live internet, we will provide them with 4G routers so that these children can learn online as well as access laptops and tablets. We will also provide 4G routers to special schools can access platforms from Google and Microsoft.

Read the department's guidance on teaching techniques support for children and schools during coronavirus.

We have worked closely with other key partners to ensure the support is there to help teachers with the huge challenge of learning remotely. This includes:

- Oak National Academy, an online classroom set up by teachers, covering the curriculum for primary and secondary schools. Oak has put on its site 2,000 lessons across Reception through to Year 13. By the end of week two, Oak had 10 million page views and 2 million lessons completed.
- BBC Bitesize offers the development a comprehensive new education package available on TV, on the red button and iPlayer and online at BBC Bitesize. Bitesize Daily TV shows were watched by over 2m households on iPlayer in the first two weeks of transmission.
- An initial pool of free educational resources that the department has published, as well as best practice advice for teachers and parents on gov.uk. We are simply adding to this pool of resources and signposting parents to it.
- The EdTech Demonstrator schools programme which contains of a network of early performing schools and colleges that will provide peer-to-peer support to help teachers and school leaders to use technology effectively in their settings.

DfE is working closely with Ofsted, Ofqual and Ofsted from schools and colleges.

The DfE grant funded organisations, the and the Education and Training Foundation (ETF), are tasked to advise and support colleges and providers in the FE and skills education. Support available includes the current, blogs, and community support. The ETF has also published a guide for FE providers on how to use Microsoft Teams and technology to support the continuity of teaching and learning. ETF is also running webinars for FE providers on how to make the most of online learning.

16.5. How should schools respond to requests for children and young people to repeat a year?

Once a child has been admitted to a school it is in the best teacher to decide how best to educate them. We may, on occasion, include deciding that a child should be educated a year group other than the one indicated by their age. Such decisions should be based on educational reasons and in consultation with parents.

We do not currently anticipate that children and young people will need to repeat a year because of the impact of coronavirus. We know that it is in the best interest of children to keep to their cohort and progressing with the curriculum. We know that this school education during the coronavirus outbreak will make up for time spent out of school.

However, it remains possible for headteachers to agree this in individual cases, if they think it is appropriate.

17. Practicalities

17.1 What will happen to data collections, returns and exercises or requests this year?

It is vital, at this time, that all educational and care settings, including local authorities, focus their efforts on supporting children and young people who are vulnerable or people in them and staking effort the wellbeing of their staff.

To help reduce the burden on educational and care settings at this time, the Department for Education and Ofsted have cancelled or postponed the most time consuming data collections, returns and inspections for educational and care settings until the end of June 2020.

Data collections which are paused will be reviewed over the coming weeks and reconsidered if necessary. A decision on data collections or returns which are not due to go live until late in the year will be made closer to that time.

For further information, and a full list of data collection changes for the remainder of the academic year, please read the Data collection and reporting arrangements for schools and settings. If you have any questions, email manage.data@education.gov.uk.

17.2. Is there still a requirement for schools to produce annual reports for parents?

It's important for parents to receive reports about their children's education. Schools should continue to provide these reports to parents. However, we know that writing reports and the wellbeing of staff to produce the reports may also be important. Schools should take a proportionate decision on the level of detail that can reasonably be provided.

Guidance on suspended annual reports to parents has been published. It sets out the teachers following partial school closure and the cancellation of this year's summer exam series and promotions.

17.3. Are schools still required to have a designated first aider on site?

Under the Health and Safety (First Aid) Regulations 1981, employers are responsible for providing adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or become ill. The regulations still apply but there is not a set ratio of people to first aiders. Schools and educational settings are expected to conduct risk assessments to determine their own requirements.

We strongly recommend schools consult advice set out by the Health and Safety Executive coronavirus. Helpful

- first aid at work
- Health and safety guidance during the coronavirus outbreak

For further information and additional first aid requirements in schools, settings please read the department's guidance on actions for early years and childcare providers during the coronavirus outbreak.

17.4. Are schools still required to follow standard procedures for health and safety and general estate management?

Employers still have a statutory duty and responsibility to ensure the health safety and welfare of their workforce. This includes ensuring that these arrangements are fit for purpose and that staff are made aware of their their employees (and others) are safe during the coronavirus outbreak.

Employers will be aware that every workplace environments have changed and may current protective measures. Where this is the case, employers will need to undertake and review risk assessments in line with these changes.

Employers may want to review health and safety arrangements for (but not restricted to) fire safety, first aid provision, and the provision of food and drinking water and mental health. Schools should also consider how any partial temporary closures might impact on specialist and technical work or learning areas, such as science labs. Read the Health and safety guidance during the coronavirus outbreak.

DfE has issued guidance Managing partially open premises for schools responsible for the maintenance of school buildings. Schools should consult with these bodies where they have further questions.

17.5. Are statutory inspections of equipment still required?

The Health and Safety Executive (HSE) have confirmed that there is still a requirement for statutory inspection of plant and equipment. Read HSE's guidance on plant equipment during the coronavirus.

The Department for Education has also written to all responsible bodies giving additional operational health and safety information. Read guidance on Managing schools premises and school premises.

17.6. How should schools manage educational visits?

The government advises against any overseas or domestic visits for children under 18 organised by educational settings and the Foreign and Commonwealth Office (FCO) advise against all non-essential travel. The Department for Transport's advice to avoid non-essential travel on public transport. Schools should follow the latest travel and distancing measures related in place. Schools affected by these restrictions should work with their tour operator and their insurance company. DfE will continue to review the situation and provide further advice.

For more information, read coronavirus travel advice for schools and teachers.

17.7. Should schools allow external visitors?

Schools should limit the external visitors to the minimum they need to touch.

Parents should come into school buildings only when strictly necessary, for appointment, and dealing once at a time (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance, and so the use of social difficulty may not be suitable. For example:

18. Admissions

18.1 How will admissions authorities (academy trusts, governing bodies or local authorities, depending on the type of school) manage admissions appeals at this time given the restrictions on gatherings?

We accept that the coronavirus outbreak means admission authorities cannot carry out their usual arrangements for hearing appeals. We have made it clear that the law and statutory changes that subject legislation, come into force on 25 March 2020. The new regulations relaxe some of the current requirements set out in the School Admissions Appeals Code. The new regulations will enable admission authorities to administer appeals. In particular, the new regulations disapply the requirement for hearings to be held in public, and allow for appeals to be heard by a panel of one person. This can take place either in person, by telephone, video conference or through a paper hearing. The new regulations also provide additional flexibility to the timing of appeals, and to carrying out of the statutory guides for admission appeals. Claims to be made in relation to appeals hearings and provide advice on admissions law as well as keeping an accurate record of admission decisions. The new regulations and accompanying guidance will be published later this month.

Read further advice on Coronavirus: school admission appeals.

19. Behaviour and exclusions

19.1 Will pupils be punished if they deliberately disobey rules on protective measures?

It is important for schools to take a pre-emptive approach to ensure a clear and reasonable behaviour policy. Behaviour policies should consider the vulnerability of the school and the wellbeing of staff. Schools should also consider how they will ensure that children who are vulnerable are safe at school and that children who are vulnerable are safe at home. Schools should be aware that certain circumstances can affect the mental health of pupils and their parents in a way that may lead to behaviour that is out of character. Schools should ensure staff are safe and have mental health support in place to support staff and students. Schools should also consider how they will support and manage behaviour and emotional state and how they will ensure that children who are vulnerable are safe at home. Schools should be aware that certain circumstances can affect the mental health of pupils and their parents in a way that may lead to behaviour that is out of character. Schools should ensure staff are safe and have mental health support in place to support staff and students. Schools should also consider how they will support and manage behaviour and emotional state and how they will ensure that children who are vulnerable are safe at home.

19.2 How can schools make reasonable adjustments when they devise and implement new rules?

Some children will attempt to test boundaries when exposed to a range of challenging, including bereavement and long-term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) needs. Schools should be aware that children with special educational needs and disabilities (SEND), their parents and families may be disrupted during partial school closure and there may be an impact on their behaviour. Schools should be aware that children with SEND may need to be in school for longer. Permanent exclusion should only be used as a last resort. In response to serious breach, or persistent breaches of the school's behaviour policy, and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school, remain.

We expect schools who have permanently excluded a pupil to work with parents or carers to find a suitable place for the child to continue their education, including as soon as possible so as to minimize any further breaks in education. Where a permanent child in question is vulnerable, the school should notify the local authority lead worker and social worker. Schools should also be aware that children with SEND may need a place in another educational setting. During any gap in education, schools should provide, social workers, local authorities and other professionals will need to work together to ensure that children receive education and arrangements are in place to keep in touch with vulnerable children and young people.

19.4 What is the effect of coronavirus on governing boards' duties to consider reinstatement of excluded pupils, and the process for independent review panels (IRPs)?

Independent review panels (IRPs) will be required to review the decision of a school not to reinstate a pupil. The Secretary of State has amended the Coronavirus (Small Businesses and Retailers) Bill 2020 (for governing board meetings and IRPs over recent months, due to the disruption caused by the coronavirus outbreak.

We have amended the arrangements for governing board and IRP meetings in relation to permanent exclusions. We have made it clear that the statutory deadline for meetings that date, to make provision for meetings to be held and participated in under conditions are met, and to extend the time limits in some circumstances. Guidance to support governing boards and IRPs will be shortly available.

20. School meals

20.1 What about children who rely on free school meals, but will not be in school?

We will give schools and trusts the flexibility to provide meals or vouchers to children eligible for free school meals. Read guidance on providing free school meals to free school meals, including details of the national voucher scheme.

20.2. What arrangements should we put in place to provide meals for children attending school?

Schools should provide meals for all children in school, and meals should be available to children who are in school for longer hours. Schools should implement measures to ensure hygiene and social distancing. Read guidance on school meals during coronavirus to support their kitchens and ensure that meals are able to be prepared and served safely.

21. Exams and assessments

21.1 What will happen to exams?

Primary assessments, including SATs, assessments including GCSEs, AS levels and A levels, will not go ahead this summer. The exam regulator, Ofqual, and exam boards, will ensure that students receive their results as soon as possible after the end of the exam boards have constructed the summer.

Read further information on how GCSEs, AS and A Levels will be awarded in summer 2020.

21.2 What will happen to assessments in the Early Years Foundation Stage (EYFS)?

The Early Years Assessment Stage Profile (EYSFP) will not need to be undertaken in the academic year 2019 to 2020.

The progress check at age 2 will not need to be undertaken during the coronavirus outbreak.

21.3 What will happen to the proposed changes to the statutory framework for the EYFS and reception year?

We are planning to proceed with the reforms to the early years foundation stage, and are considering what support the government response to the consultation on the reforms.

The reforms include plans for an early adopter year which will allow schools to voluntarily implement the new learning and development requirements (including the new early learning goals) and the new assessment arrangements (including the moderation preparation arrangements from the September 2020). Preparatory arrangements for the early adopter year are being kept under review, given the coronavirus outbreak. We will provide further information about the early adopter year in the Spring.

We will provide all schools who opened up to early adopters (and local authorities) with further information on this in due course.

21.4 What will happen to the baseline assessment due to be introduced for reception children in September 2020 and when can teachers expect more information?

DfE understands the challenging circumstances schools are facing and is exercising flexibility in the implementation of the reception baseline assessment, which was announced under regular review. We are gathering feedback from schools and exploring a range of options and will be providing further guidance to schools in the summer term.

22. Accountability and inspections

22.1 How will school and college accountability operate this year?

The government will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. Schools should refer to the Coronavirus: school and college accountability guidance.

22.2 When will Ofsted inspections start again?

On 17 March, the Secretary of State announced the temporary suspension of routine Ofsted school inspections. The Secretary of State has subsequently confirmed the temporary suspension of Ofsted inspection activities. Ofsted will not be inspecting schools, nurseries or providers of early years education, and will not be undertaking any activities or providing for pupils who are attending school, and will not be implementing appropriate approaches to monitor the quality of education provision.

Ofsted inspectors will not be contacting schools. Ofsted inspectors will not be in school to inspect or check if this significant concern.

There are no plans to start inspections during the summer term. We continue to work closely with HM Chief Inspector and the sector, and will only restart routine inspection when it is appropriate to do so.

23. Restructuring and academisation

23.1 Will you be loosing new academy orders during the coronavirus outbreak?

We are considering each case on its specific merits and taking a pragmatic and sensitive approach. However, there will be no new academy orders for schools judged to be inadequate by Ofsted during this time, as routine inspections have been suspended.

23.2 During this period, will you pause all schools becoming academies and stop changes to academy trusts and academies?

No. We suspended several schools to become academies both on 1 April and 17th. The decision to suspend academies was taken to ensure that schools could focus on the more beneficiary school. Such an certainly and clarity for schools and staff about their employment status.

We will also continue to make decisions about changes to academy trusts and academies. We will continue to make decisions about changes to academy trusts because of the school system over the longer term and where they will provide greater certainty and clarity for schools, academy trusts and pupils.

23.3 Should planned staff re-structures/redundancy still take place during this time?

DfE fully recognises the pressure and uncertainty that schools and academy trusts are facing throughout the coronavirus outbreak and appreciate the need for pragmatism and sensitivity in relation to staffing matters. Decisions about staffing are for the school or local authority to implement, school staffing structures and staffing levels are also matters for the school or local authority to consider how best to support the governing bodies of the schools that they maintain at this time.

In the case of academies, academy trusts should assess their plans on a case-by-case basis. Academy trusts should consider the impact of staffing changes as a result of these decisions. They can contact the DfE's dedicated helpline at DfE.Coronavirusemployeehelpline@education.gov.uk.

In taking decisions about restructuring and redundancies, governing bodies of maintained schools and academy trusts will need to ensure they conduct processes in accordance with legal requirements, including requirements of consultation.

24. Types of setting

24.1 Will this apply to alternative provision/pupil referral units?

Alternative provision (AP) settings and pupil referral units (PRUs) is one a small number of children and young people, a high proportion of which meet the definition of vulnerable. Many children and young people in AP or PRUs are. Schools have a duty to educate elsewhere.

We will support these settings, as local authorities and other key agencies, to identify the best way to provide support to AP and PRUs, and to have the right support in place is feasible to do so.

Year 11 and 13 settings should follow the same principles and guidance as mainstream schools. Schools and Alternative Provision, year 11 and 13 settings, and local authority settings should also offer some face-to-face contact for students in year 10 and 12 and other students who are vulnerable or have special educational needs, where approaching key transition points, in line with the advice for mainstream schools. Settings should take students in small groups or set out in our guidance on implementing a phased return to education for children and young people.

24.2 Will this apply to special schools?

All children in special schools, and in particular in residential special schools, are in the vulnerable category. Special schools and residential schools/colleges should be supported to remain open. Wherever that is possible, to provide vital services and support to children and young people with SEND and their families. Special schools in occurring and displacement, special health and care staff. Home school support provide cover arrangements, and ensure the right ratios and skills are in place to enable these vital services settings to remain open safely where needed.

Schools, colleges, other training providers, and local authorities will need to consider how they can support their vulnerable pupils and students, including those with EHC plans, their parents, and make risk assessments for each child or young person. The decision which whether they need to continue to be offered a school/college place in order to ensure that they are able to receive the support they need. Schools, colleges and local authorities will know their young people and their families very well and will be able to make the best judgements about what is in their interest. Please see guidance on temporary changes to EHC plans, assessments and reviews.

In collaboration with the NHS and DHSC, we have produced guidance for residential educational settings, including residential special schools and colleges. This contains advice on testing for staff, students and their families who are symptomatic.

Special schools, special post-16 institutions and hospital schools should seek testing for children and young people who are symptomatic, in line with the clinical advice for testing in Cases A or B, cases, depending on whether they are classed as mainstream or secondary pupils. They may want to prioritise attendance based on key transitions and the impact on their pupils of being unable to attend school or college because of coronavirus (COVID-19) and the impact on their education, health and care plan.

setting. Special settings should work with local authorities and families to ensure that decisions about attendance are informed by existing risk assessments for their children and young people, which should be kept up to date.

24.3 Will this apply to academies, free schools and independent schools?

Yes. From 1 June and 15 June, for primary and secondary settings respectively, we expect independent schools, as well as all mainstream schools (including academies and free schools) to welcome back those children and young people in eligible year groups.

To ensure this is done as efficiently as possible, we expect all schools to work with local authorities and regional school commissioners as necessary.

24.4 Will this apply to out of school settings?

While we have set out that schools should be preparing to welcome back some of their pupils on a phased basis from the week commencing 1 June, this is not the case for out of school settings.

Out of school settings covers 'any institution that provides tuition, training, instruction or activities for children in England, without their parents' or carers' supervision, that is not a school, college, 16 to 19 academy or provider caring for children under 8 years old, which is registered with Ofsted or a childminder agency', and would include for example settings such as supplementary schools, community activities, after school clubs and tuition, as well as holiday clubs.

It should also be noted that where providers, with the exception of childminders who may continue to look after children in their care, are caring for children over 5 and are registered with Ofsted (either on the compulsory or voluntary part of the General Childcare register), they should also not be preparing to welcome back pupils where they are either operating outside of school premises, or caring for children from more than one school.

24.5 What does this mean for school-based wraparound provision?

School-based wraparound providers, such as breakfast and after school clubs, can operate for children in eligible year groups (those in Reception, year 1 and year 6) or those within priority groups (such as children of critical workers and vulnerable children) if they are:

- operating on the same premises as the school those children are attending, and
- only caring for children of that school and no others

Those who do open should ensure they are following the same protective measures being taken by schools during the day and work with schools to follow their arrangements, such as keeping children in the same small consistent groups that they are in during the school day.

If wraparound providers are unable to implement the same protective measures as the school, they should remain closed for the time being.

24.6 How should boarding schools deliver education to those attending?

Boarding schools should follow the guidance on implementing protective measures in education and childcare settings on how to reduce class sizes and keep children in small consistent groups and avoid mixing with other groups.

Schools and colleges continue to be best placed to make decisions about how to support and educate all their pupils during this period, based on the local context and staff capacity.

24.7 How should boarding schools manage their boarding houses when more pupils return?

The government's guidance on isolation for residential schools applies to mainstream boarding schools. This guidance recognises that what constitutes a household may be complex. Sharing kitchens, bathrooms and sleeping spaces are important considerations. The guidance states that it is important to decide whether the whole setting should be treated as a single household or as multiple households. For example, where residential provision is spread across several, separate buildings, the school may wish to treat these as different households.

The guidance provides advice on how to manage isolation in the case of symptomatic student or staff member. In addition it provides some general advice on maintaining staff ratios at a safe level to protect children and young people, considering the maximum number of children or young people that can safely be accommodated in each setting, and managing visitors. These households, in contrast with other households, will almost always need to have staff and other professionals arriving and leaving.

Boarding schools should also take into account the guidance on implementing protective measures when considering how to group pupils and, where possible, ensure that children from the same boarding house remain in the same group for classes during the day.

24.8 Do boarding schools need PPE?

Boarding schools should refer to guidance on safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE).

The majority of staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others.

PPE is only needed in a very small number of cases:

- children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
- PPE should be worn if a distance of 2 metres cannot be maintained from any pupil displaying coronavirus symptoms

Where PPE is recommended, this means that:

- a facemask should be worn if a distance of 2 metres cannot be maintained from someone with symptoms of coronavirus
- if contact is necessary, then gloves, an apron and a facemask should be worn.
- if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn

When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put it on and take it off safely in order to reduce self-contamination.

24.9 What if a case of coronavirus occurs in a boarding school?

When a child, young person or staff member develops symptoms compatible with coronavirus, they should self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. Boarding schools should follow the guidance on isolation in residential settings and decide whether the whole setting should be treated as a single household or as multiple households.

All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests positive, they should continue to self-isolate for 7 days and their household should self-isolate for 14 days.

As part of the national Test and Trace programme, if other cases are detected within the household or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise boarding schools on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate as a precautionary measure - perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

24.10 When can international students return from abroad?

Once international travel resumes, international boarders should follow the rules on self-isolation for international travellers that are in force at the time they arrive. The Government will continue to monitor worldwide border, travel and public health restrictions. Further guidance on this will be set out in due course.

24.11 Can pupils attending boarding schools play sport?

Children who have had limited opportunities for exercise should be encouraged to exert themselves physically, making use of supervised non-touch running games within their small group.

Physical education lessons and sports may continue to take place providing they are strictly non-contact and do not involve more than any one small group.

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Coronavirus (COVID-19)

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