Part of
Education and childcare during coronavirus

Department for Education

Guidance
Guidance for full opening: schools

Updated 17 May 2021

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We have updated this guidance to:

- provide more advice on risk management
- provide clarification on the requirements related to face coverings on public transport
- outline revised guidance on cleaning has now been published
- set out that the Department for Education will be supporting schools over the summer holidays to recover from the impact of coronavirus
- give more information about pupils with vaccination, health and care plans
- give more information about managing contractors and other visitors to schools, including those providing services
- clarify some details about the testing arrangements for secondary schools
- provide additional advice on staff who are clinically vulnerable and clinically extremely vulnerable
- expand on use of peer and workplace
- provide a link to the revised webinar on mental health and wellbeing, clarify that the Department for Education will be first-line responsive to support teaching children about bereavement
- provide advice on exam results day

Introduction

It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

This guidance is intended to support schools, both mainstream and alternative provision (AP), including: maintained schools, academies, independent schools, sixth form colleges, special schools, pupil referral unit, international schools and boarding schools, and independent schools to follow the control measures set out in this document in the most practical way. It also sets out the wider expectations for education and childcare settings with educational models and practicals (EMPs), including the provision of education and health and care plans, in mainstream schools.

Separate guidance is provided for early years, further education colleges and for special schools.

This guidance is in 5 sections. The first section sets out the actions school leaders should take to manage the risk from coronavirus (COVID-19) in their schools. This is public health advice endorsed by Public Health England (PHE).

The rest of the guidance is based on what the Department for Education (DfE) expects schools to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- testing and assessment
- contingency planning in the unlikely event that education in the area of a school, college or childcare provider must close

The guidance has been prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

We will keep this guidance under review and update as necessary.

Welcoming children back to school

When we made the decision to take schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19). As a result of this, and of the measures taken to control the spread of the virus, we saw a sharp fall in the number of cases and people being admitted to hospital with coronavirus (COVID-19). We also saw a significant reduction in the number of people who had to self-isolate and shield vulnerable people, and a reduction in the number of people who had to self-isolate and test and trace, as well as increasing numbers of people who could return to work.

Lower academic achievement and wider transitions into long-term economic costs due to having a less well-educated workforce. The effects the standard of education and skills pupils will leave over the course of their entire life. For many households, school closures have had a significant impact on the ability of parents to work, because we need to ensure that our parents and carers can work.

In relation to wanting to schools, which it is not possible to ensure a totally risk-free environment, we have worked with the Health and Safety Executive (HSE) to develop control measures to support their staff in assessing what they need to do to put in place a safer risk free discussion that many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risks is now overwhelmingly in favour of children being back in school. We have seen a significant fall in the number of children in school to overnight the very low rate from coronavirus (COVID-19), and, as a result, we explore the steps a bloody need to take to reduce risks still further. As a result, we can now begin to take a more cautious approach to the measures in place in education. This has an impact on how children have been able to interact with their friends and families.

We are therefore, asking schools to prepare to welcome all children back this autumn term. Ensuring that children attend school is the community. We mean making sure that as a school lead about how to balance minimising any risks from coronavirus (COVID-19) against the educational and other benefits that come from children being in school. Children and young people. Schools should take their existing measures and risk assessments and arrangements to welcome all children back. There are no plans at present to reintroduce additional cohorts or groups of all of our pupils.

The measures set out in this guidance provide a framework for school leaders to put in place to manage the risk from coronavirus (COVID-19) in their schools. We expect that all schools receive a high quality education that enables them to thrive and prepare for accessing all children back this autumn. schools will be asked to minimise the number of pupils who need to self-isolate or shielding. Schools should be prepared to follow public health advice and take measures to reduce the risk of transmission. Schools should be guidance and set there and maintain control measures, they can be confident they are doing everything they can.

While we aim to have broadly back to a full school, in the autumn, we know that we need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

Purpose of this guidance

The first section of this guidance sets out the public health advice schools must follow to minimise the risk of coronavirus (COVID-19) transmission. It sets out the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school. This guidance has been developed with advice from PHE.

The public health advice in this guidance makes up a PHE endorsed 'system of controls' for schools. This system of controls is based on the hierarchy of controls throughout the coronavirus (COVID-19) outbreak. When implementing measures with a revised risk assessment, these measures create an intensively safer environment for children, young people and staff. Schools should follow the guidance in this section.

The system of controls provides a set of principles and a hierarchy of measures to maximise use of control measures, they will effectively minimise risks. Attachment of the system of controls is based on the hierarchy of controls. This means that different schools implement some of the requirements will differ depending on individual circumstances. Where something is essential for public health reasons, as set out in this guidance, we expect it to be in place in all schools, unless there is a clear reason. The guidance does not create any new legal requirements.

There cannot be a 'one-size-fits-all' approach where the system of controls describes many scenarios. Schools will need to take a proactive approach to manage the risk to pupils, students and staff, and to make informed judgments about how to balance competing risks and educational and other benefits. Schools should use the system of controls to develop a set of principles to manage their risk in their school. It should follow PHE advice and maximise use of control measures. they will effectively minimise risks.

We expect schools and trusts to work closely with parents, staff and unions, and, ideally, mutually agreed, where agreed the best approaches for their circumstances. Where the measures in this guidance are not sufficient to manage the risk in a school, we will work with local leaders, and, as we have offered advice in this document, we will be prepared to do this. We want all pupils and staff to be back in schools, and believe the conditions are in place to do so, and we will work with anybody who needs to work through any hazard and additional.

The rest of the guidance sets out more details on how DfE expects schools to operate in the autumn term. This covers:

- school operations, including attendance, workforce, estates, catering
- curriculum, behaviour and support
- assessment and accountability, including plans for inspection
- contingency planning in case of self-isolation of multiple pupils or staff or local lockdowns

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school boarders/weekly boarders. Schools should set up in place a bloc.

We expect to comply with health and safety law, which requires them to assess risks to health and safety and to put control measures in place. Schools should therefore take their health and safety risk assessments and draw up plans for the autumn term that take into account the risk from coronavirus (COVID-19). This section sets out the public health advice that schools should follow to minimise the risk of infection from the coronavirus (COVID-19) transmission. It also sets out the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school. This guidance has been developed with advice from PHE.

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Risk assessment

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented measures to manage the risk from coronavirus (COVID-19) in a cohesive manner.

As part of planning for full return in the autumn term, it is a legal requirement that schools review their risk assessments to ensure that they are up to date and that they take into account the latest advice. Schools should be prepared to be agile and control measures to enable a return to full capacity in the autumn term. Settings should be able to demonstrate that they have taken all reasonable steps to minimise relevant control risks in respect of their coronavirus risk assessment, and the implications of coronavirus (COVID-19). Schools should ensure that they implement measures that are proportionate to the risks in their setting, and that they use the hierarchy of controls to reduce the risk to pupils and staff as much as possible.

School employers should take active arrangements in place to monitor that the controls are:

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

For more information on what is required of school employers in relation to health and safety risk assessments and managing risk, see annex A.

The system of controls: protective measures

Having assessed their risks, schools must work through the below system of controls, ensuring they have in place the protective measures that are required to manage the identified in their assessment, ability for their school, and allow them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.

If schools follow the guidance set out here they will effectively reduce risks in their school and create an intensively safer environment.

System of controls

This is the set of actions schools must take. They are prepared into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have tested positive for the virus, do not attend school

Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) or have tested positive in the last 10 days, or are waiting for a test result to come back, is the most important step. It is also essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All children from the age of 11 years old will be asked to take a test twice a week.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible coronavirus infection'. Their household should then also be asked to self-isolate for at least 7 days and should arrange to book a test to see if they have coronavirus (COVID-19). Other members of their household (including any other children) should self-isolate for 14 days from when the symptoms first appeared in the symptomatic.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated with a window open or be outside, with a member of staff who, if they are not already in a bubble, should be prepared to wear a mask if they are unable to maintain social distancing with the child. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a dedicated bathroom if possible. If they need to use the toilet, the bathroom should be cleaned (cleaning products before being used by anyone else).

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child who has additional needs). More information on PPE can can be found in the gov.uk/guidance-on-coronavirus-covid-19-and-care-settings#ppe-and-other-personal-protective-equipment-ppe-and-other-personal-protective-equipment-ppe.

If child is a boarding school sheen symptoms, they should initially self-isolate in their boarding house or their room if they are able to do so. Their household should be reporting issues as their school and caregiver can continue. Children who have been self-isolating in their family home. For more information on how to care for a child who is self-isolating at school/college, please refer to the section 'care for a child who is awaiting collection' in coronavirus (COVID-19): guidance for childcare providers.

As a usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is in an. Anyone who is seriously ill should be taken to the nearest hospital (A&E/ED/MIU) urgent care centre or a hospital.

Any members of staff who have recent or relevant COVID symptoms and any pupils who have symptoms of self-isolation should not be asked to come in school. Schools should develop symptoms themselves (in which case, they should arrange a test) or if the pupil/staff member has been in contact with someone who has COVID symptoms or has tested positive (or is waiting for test results).

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after each contact with someone who is coughing or sneezing around the person with symptoms must be cleaned with normal household bleach after they have left the premises. Follow the guidance on cleaning non-healthcare settings for COVID-19: cleaning of non-healthcare settings guidance.

PubLic Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

2. Clean hands thoroughly more often than usual

Coronavirus (COVID-19) can be easily picked up from surfaces and then spread to others when touched. It is unlikely that it will survive on surfaces for long. However, it is important to clean hands and surfaces often to kill the virus. Cleaning hands more often than usual is a key part of these school operations. The Government's COVID-19 secondary schools resources for schools, including materials to encourage good hygiene.

Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulus. Schools should be aware of this and should ensure that they are supporting pupils and the staff working with them, and be sure to clean, and, if necessary, disinfect any face education.

PubLic Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence is not kept under review. They are not required for teaching or learning in classrooms, but may be worn by staff and students if they feel comfortable wearing them for their own protection. There may be a requirement for face coverings to be worn in certain circumstances. Face coverings are required at all times on public transport and in shops and supermarkets. Face coverings are also required in shops and supermarkets, or when in a shop or a supermarket.

3. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Points to consider and implement:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
  - more frequent cleaning of rooms and shared areas that are used by different groups
  - frequently touched surfaces being cleaned more often than normal
- ensuring that there is a supply of hand sanitiser and cleaning materials so that users can hands thoroughly after using the hand sanitiser. different groups below should ensure that toilet blocks could be considered but is not a requirement if the site does not allow for it

PubLic Health England has published guidance for cleaning non-healthcare settings for COVID-19 which sets out the principles and practices of effective cleaning these settings when there is a suspected case.

5. Minimise contact between individuals and maintain social distancing wherever possible

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools should be prepared to take measures to minimise the impact of transmission. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply to reducing the number of contacts between children and staff. The can be achieved through keeping groups separate (or 'bubbles') and not mixing between groups. Keeping to the same groups as much as possible and each measure actively lowers the balance between them and changes depending on:

- children's ability to distance
- the age of the children
- The feasibility of keeping distinct groups separate while offering a broad curriculum offer and school day

It is likely that for younger children the measures will be on keeping groups of children stable and as distancing. For children old enough, they should also be expected to maintain distance and not touch other people.

Points to consider and implement:

How to group children

Consistent groups reduces the risk of transmission by limiting the number of pupils and staff in contact with each other. Keeping to the same groups as much as possible helps schools in the summer term to recognise that children, and especially in primary children, cannot socially distance from staff or their each other and this provides an additional layer of control. Schools should be prepared to do this if it is in the best interest of pupils and staff in the event of a positive case to identify those who are a close contact and those who are not in contact with the case and who need to self-isolate.

However, the use of small groups restricts the normal operation of schools and prevents both educational and pastoral provision. Schools will need to make use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the times when children are using these. Schools will need to be able to demonstrate that they fulfil a cohort/year offer in sufficiency schools.

In this guidance for the autumn term, maintaining consistent groups remains important, but given the decreases in the prevalence of coronavirus (COVID-19) and the measures taken to control the spread of coronavirus, schools may need to change the emphasis on how they do this, and how they balance competing risks and benefits.

In secondary schools, it might be better to order large groups of pupils together in year 9, for groups are likely to need to be the size of a year group to enable schools to provide a full curriculum offer and timetable. Secondary schools should be prepared to keep EMTs can be achieved with groups. Schools may also be able to reduce the number and the younger years of secondary (key stage 3), schools may be able to implement bubbles for lessons, for example, for practical lessons, and for pastoral support. This will help to reduce the number of people who could be asked to self-isolate if someone in a group become ill with coronavirus (COVID-19).

Schools should ensure that concentrations of cross-cohort groups are not compounding with offering a full range of subjects or managing the practical logistics within and between the school day. Schools should be prepared to take into account the specific nature of the group. Pupils should be kept apart from other groups and students and older children should be encouraged to keep their distance within groups. Schools with the sixth form will need to ensure that students in the sixth form are kept apart from other school learners groups to such as secondary. Where using large spaces such as sports halls, school halls, or dining halls, schools should be prepared to use them for teaching and transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate if someone in a group becomes ill with coronavirus (COVID-19). Where attending, and it is not possible to keep 2 metres apart, schools should be prepared to take measures to reduce the risk of transmission within the group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will inevitably need to be considered together. Many schools may keep children in their class groups for the majority of the classroom time, but may need to use other shared spaces such as playgrounds, dining halls, school transport, or for breakfast or after-school clubs, more moderately, and more intensively at school. Settings may also be in different groups. Endeavouring to keep these groups separate, and minimising the number of people in each group, will still reduce the public health benefit, as it reduces the number of people who need to self-isolate.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be necessary in order to ensure that pupils receive a full curriculum offer. Teachers and other staff may need to move around they should try and keep their distance from pupils and other staff as much as they can. Secondary schools will need to be able to demonstrate that they are fulfilling their duty with younger children and teachers in primary schools will need to be able to demonstrate that it is needed to enable a full educational offer.

Measures within the classroom

Maintaining a distance between people which model and reducing the amount of time spent in close contact. Schools should be prepared to take measures such as ensuring health advice to staff in accessing schools, maintain distance from the front of the class, staying at the front of the class, and away from their colleagues where possible. Ideally, teachers should be able to teach their classes from the front of the classroom. Schools should be prepared to take measures, particularly when working with young children, such as adjustments to the classroom layout to reduce distance that will help. In particular, they should be prepared to ensure that children are not facing each other in the classroom or in bubbles. It will not be possible when working with many pupils who have complex needs or who need close contact care. Special schools, alternative provision and hospital schools will be able to do this.

Where staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, cross-cohort groups described above.

Schools should make small adjustments to the classroom to support distancing where it is feasible to do so, for example, ensuring that tables are not facing each other and that face to face or side-on seating is used instead, moving unnecessary furniture out of classrooms to make more space.

Other measures

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.

When timetabling groups, schools should be kept apart and ensure that around the school lays to a minimum. While passing briefly in the corridor or playground is low risk, maintaining distance and not mixing for a prolonged period, or in a confined space, should be considered. Staggered lunch times and staggered breaks can further reduce the number of contacts and the need for children to be in close contact during that between groups.

Schools should also give their shared staff spaces and set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must be able to use them to take breaks in line with guidance.

Measures for arriving and leaving school

We know that it leads to school gathers pretty between schools. If these patterns are not managed, they could lead to a significant increase in the number of people in close groups such as the school gates and playgrounds. Staggered arrival times should not reduce the amount of social teaching time. A staggered start day, for example, could be 8 am for some pupils, 8.30 am for others, and 9 am for others. Schools should consider staggered times for pupils to travel to school, for example, by bus or driving that between groups.

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and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.

Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.

Other considerations

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.

As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.

Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

6. Where necessary, wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

Response to any infection

7. Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools should ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Further guidance is available on testing and tracing for coronavirus (COVID-19).

9. Contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

Alternative Provision

It is our intention that all pupils in alternative provision (AP) settings (including pupil referral units, AP academies and AP free schools) will return to school full-time from the start of the autumn term. To support this return, AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. They should work through the system of controls outlined above, adopting measures that help them meet each control to the fullest extent possible, in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils.

When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students.

Section 2: School operations

Transport

Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools from the autumn term.

We are making a distinction between dedicated school transport and wider public transport:

- by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only
- by public transport services, we mean routes which are also used by the general public

Dedicated school transport, including statutory provision

Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.

The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:

- how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children (except those under the age of 11), where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.

It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.

Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government is currently evaluating this position and will set out next steps shortly.

Wider public transport

In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.

To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.

Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.

Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.

However, these options will not be suitable for all. The Department for Transport is asking local authorities to:

- urgently work with schools to survey parents on their typical routes to school and potential alternatives
- consider a range of options for shifting demand for public transport onto other modes
- consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term

Travel patterns, the availability of vehicles, the length of journeys undertaken, and other local pressures on public transport vary significantly. The government recognises the challenge but is confident that if all available options are considered by all parties it will be possible to reduce demand and ensure transport is available for those who need it most. Experience during the 2012 London Olympics showed that it is possible to make a very real difference to travel patterns where there is a concerted effort to do so and where the general public understand the imperative for doing so.

Families using public transport should refer to the safer travel guidance for passengers.

Attendance

Attendance expectations

In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Pupils who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).

Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Pupils and families who are anxious about return to school

All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

Action for all schools and local authorities

We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.

We are asking schools and local authorities to:

- communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year
- identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
- use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance

We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.

School workforce

We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow when planning for full return in September.

Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school.

From 1 August, wider government policy on going to work is expected to change, with employers to be given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.

All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 5 of the 'Prevention' section.

School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.

If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

Staff who are clinically extremely vulnerable

Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures will therefore be paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.

Staff who are clinically vulnerable

Clinically vulnerable staff can return to school in September. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.

This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 5 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).

The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Employer health and safety and equalities duties

Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.

Supporting staff

Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.

The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

Staff deployment

Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.

It is important that planning builds in the need to avoid increases in unnecessary and

unmanageable workload burdens. This could include a review of existing practices to ensure they are fit for purpose and have the support they need to deliver on DfE's workload reduction toolkit.

DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing workload effectively.

If, having pursued all the remedies options available, you still have concerns about your staffing capacity and your school authority or trust

Deploying support staff and accommodating visiting specialists

Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different groups or one-to-one.

Where support staff capacity is available, schools may consider using this to support pupils who are not attending school, for example, by providing one-to-one or small group tutorial groups or exam sessions, under the direction and supervision of a qualified teacher. Schools should also consider how support staff can be deployed to provide cover for maintained schools and non-maintained special schools and in accordance with the school's SEND provision and safeguarding arrangements. Support staff should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the role they are being asked to undertake and that they are suitable to work with pupils. Headteachers should be satisfying themselves that safeguards are in place, and that training undertaken, for any interventions to be carried out by support staff who provide remote specialist training or support, are fit for purpose.

The Education Endowment Foundation (EEF) has published guidance on making the most of teaching assistants to support pupils with SEND.

When deploying support staff flexibly it is important that headteachers have regard to their duties under the Equality Act 2010 and ensure that pupils with SEND are allowed to engage in requested activity. If a problem is provoked or part of the problem is linked with a disability.

Recruitment

Recruitment should continue as usual. The government's Teaching Vacancies service is open for business and schools can use it to advertise vacancies in the usual way. Guidance on safer recruitment for teaching and training providers has been updated to reflect the stretching newly qualified teachers (NQT) and job seeking teachers to this service.

We recommend that schools continue to recruit, retaining roles for the current academic year, in the usual way. Schools should be aware that the Teaching Recovery Fund has been a big provider, some information on the experience of engaging in remote learning. Schools should also ensure that our use need for candidates who are currently in the teaching profession.

When recruiting, schools must continue to adhere to the legal requirements regarding pre-employment checks. Guidance in Part 3 of the statutory guidance, keeping children safe in education, 'Safeguarding' has the summer, safeguarding checks can be carried out on staff who are working in a different role in a different place to their usual place of work. The extent of the autumn term checks will mirror those carried out in spring. Initial teacher training (ITT) providers have worked flexibly to ensure this can take place. Headteachers should consider how they can use the Teaching Recovery Scheme to the Department for Education's training available to all schools through the same Learning Network. All support from an May start their teaching career in September 2020 and who were in their first year of teaching in the spring term of 2021. Ford and will be able to benefit from the full support package being offered to the 2,000 NQTs from the autumn. In addition, around 2,000 NQTs will be offered a one-year version of the induction support package.

Supply teachers and other temporary or peripatetic teachers

Schools should continue to use supply teachers in the usual ways during this autumn period. We recommend that schools consider using DfE's supply teacher Teacher's pension scheme date when hiring agency workers, as this offers a lot of preferred suppliers that have the required DBS checks in place.

Supply staff and other temporary workers can mean between schools, but school should ensure that they are fulfilling their safeguarding responsibilities in the ways which are possible. Where it is necessary to use supply staff and other temporary workers, schools should ensure that they are satisfied that the supply teacher is suitable to work in the school's arrangements for managing and minimising risk, including being particular about supervision and training, and ensure that they are satisfied that the supply teacher is suitable to work with the pupils in the school, and secure best value, in order to use longer assignments with supply teachers and agree a minimum number of hours that they will work in the school. Schools should also consider how they can supply teachers and other temporary staff and bring in support staff and other peripatetic teachers such as sports coaches, and those engaged in deliver before and after school activities.

Expectation and deployment of ITT trainees

We strongly encourage schools to consider hosting ITT trainees. Demand for teacher training places is very high this year and many trainees are being supported to find other activity. There is a risk insufficient training places will be available. ITT providers have worked hard to ensure that trainees can complete their training. Schools should facilitate this in ITT trainees, and also consider how ITT providers have this can be done flexibly and innovatively to help meet both school and trainee needs. Schools will need to take into account the skills and capacity of the trainees in question.

Trainees could:

- take responsibility, with the usual mentor oversight, for small groups of pupils across a year group, for example, providing intervention, pastoral support, materials, or planning sequences of lessons or delivering catch-up lessons
- be engaged in wider professional activity, for instance leading pupil, family and community engagement, or supporting the development of extracurricular vulnerability, mental health problems or safeguarding issues
- develop or engage in working groups to share best practice around resilience, mental health and wellbeing
- work in pairs or groups, in person, in school and in access lessons and other matters or other trainees. Paired and group placements, where these are possible, benefit from the opportunity for trainees to collaborate and learn from each other, collaboration, ongoing professional learning and reductions in workload.

This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and complying with all contracted and guidance relevant to ITT.

Staff taking leave

We recognise that school staffed been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be wanting hard to prepare for all pupils to return to school in the autumn term. We also know that this will be a busy and stressful time for school staff, and may be feeling tired and stretched. The government has required the people returning from some countries to quarantine for 14 days on their return. Headteachers may wish to consider how this may impact on their staff and how it will affect your ability to run your school.

Staff who have worked hard, and will need to be available to work in school from the start of the autumn term, should be able to take their annual leave in accordance with contract of the school terms to be able to be available for the autumn term.

There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), the potential for the imposition of lockdown measures for returning to the country visiting.

Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.

Other support

Volunteers may be used to support the work of the school, or would usually be the case, subject to the school's safeguarding arrangements. Schools may also wish to consider which activities and services are most valuable, they should continue to find checking and risk assessment process as set out in the volunteer section in Part 2 of the statutory guidance, keeping children safe in education. Schools should also be aware that DBS checks are not permitted or allowed to work in supervised activity. Photo of volunteers across groups should be kept to a minimum, and they should remain 2 metres apart from other people in school.

Safeguarding

Schools should consider revising their child protection policies (and the Designated Safeguarding Lead) to reflect the return of these pupils. Schools should be aware of the statutory safeguarding guidance, keeping children safe in education and the DfE's guidance for schools, safeguarding in schools, colleges and other providers guidance.

Designated safeguarding leads (and deputies) should be provided with more time, especially in the first weeks, to take return of these pupils. Schools should also consider children regarding new safeguarding and welfare concerns and the handling of these. Schools should also consider how they will ensure that they can work with other agencies and ensure children's social worker is kept together to activities and services they are attending.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued much support to pupils who have not been in school.

Catering

We expect that kitchens will be fully open from the start of the autumn term and normal school meals will be available for all pupils who are in school. Free school meals for those eligible for benefits related free school meals or universal infant free school meals.

School kitchens can continue to operate, but must comply with the guidance for food businesses in response to COVID-19.

Extras

Schools should look to maximise the use of their site and any associated available space, in order to provide as much space as possible for pupils, while ensuring it is practical. Practically. We do not, however, consider it necessary for schools to make changes to their premises to create more space for pupils in order to be able to open in full. We also do not think schools will need to deploy any of their education or other sites could a commercial venue, such as hotels or conference centres, to ensure sufficient space for their pupils to be able to return in the autumn term. Schools Policies or risk assessment, where schools may determine that small adaptations to their premises are required to ensure that they can, for example, ensure that pupils in individual schools, based on their circumstances.

It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. Premises that have stood closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system checks and checks on gas and other fixed systems will need to be undertaken. Further details on the use of hubs for the provision of vulnerable pupils and children of key workers is available at.

Additional advice on safely reopening buildings can be found in the Charted Institute of Environmental Health's guidance on safer workplaces.

Once the schools in operation, it is important to ensure good ventilation and implement other measures, for example, opening windows and keeping doors open, as long as they are not fire doors, where safe to do so.Opening in most classrooms, and other areas, will be a key part of this. Public Health England has published guidance on air conditioning and ventilation during the coronavirus outbreak.

Section 2: Curriculum, behaviour and pastoral support

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in schools and colleges in the autumn term. It is not intended to be prescriptive in the detail of what pupils - particularly disadvantaged, SEND and vulnerable pupils - need the catch-up support needed to make substantial progress by the end of the academic year.

Planning principles that underpin our school curriculum offer should include:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- teaching and learning time and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their chances for further study and employment.
- remote education, where needed, is high-quality and aligns as closely as possible with classroom teaching with regular live teaching and interaction with teachers to ensure pupils remain fully motivated.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations in delivering a broad and balanced curriculum in academic year 2020 to 2021:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important content in each subject. Schools should teach a broad and balanced curriculum, which most importantly includes English and mathematics to prepare pupils for further study in other subjects, which pupils may struggle to pick up again later. In particular, schools should teach a curriculum that ensures that pupils are able to develop knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021. Schools should plan for the majority of pupils to return to the school's usual curriculum by teaching their discipline in alphabetic order, significant gaps in pupil knowledge and understanding. Returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of international needs of pupils. Curriculum planning should be informed by an assessment of pupils' strengths and weaknesses to ensure that teaching and learning time is used effectively and pupils are progressing. For example, assessment, reading pupils in class, listening to pupils read individually, and using diagnostic assessments to identify pupils' strengths and weaknesses, and to inform unnecessary teaching systems.
- Teach a broad and balanced curriculum. Schools should ensure that pupils are taught a broad and balanced curriculum, including English and mathematics, and the school curriculum for some pupils, alongside classroom teaching, or in the case of secondary schools, in specialist subject classrooms. Schools should ensure that pupils are educated further for some of the time in parts of the subject that have been left out of the curriculum and to make good progress.

Schools may consider it appropriate to support some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the pupil, for example, because they are in a vocational course or are preparing for a specialist education. Schools may also consider a consent plan for returning to the school curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020. Schools are required to teach the new subjects from the start of the summer term 2021.

Specific points for early years foundation stage (EYFS) to key stage 2

For children in early settings, teachers should focus on the areas of learning, including communication and language, personal, social and emotional development and physical development, and literacy and numeracy. Teaching should also develop and address gaps in language, early reading and mathematics, particularly children's acquisition of phonic knowledge and understanding their vocabulary. Settings should also consider how they can use the Early Years Foundation Stage Profile, Reception, consider how gaps of children can be given special attention during outdoor learning.

For pupils in Years 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and early reading, early arithmetic, writing and mathematics), identifying opportunities across the curriculum to develop pupils' vocabulary, and ensuring that pupils are taught to read fluently and understand what they read. Large gaps in pupils' knowledge and understanding of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

For pupils in key stage 2, the curriculum should also remain broad from year 3 to year 6 and pupils should be taught a wide range of subjects, including English, mathematics, sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, and health education. For pupils in year 3 in key stage 2, it is important that they are taught the curriculum that their teachers have taught pupils from the key stage 1 curriculum.

Specific points for Key Stages 3 and 4

As with earlier key stages, it is likely that pupils in key stage 4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.

To ensure exams and assessments best summer are as fair as possible, and take into account the disruption to teaching and learning caused by COVID-19, DfE is currently consulting on arrangements for next year, and will confirm the arrangements for next year's cohort in the autumn.

Schools and colleges are expected to continue to teach their current curriculum as far as possible. This will support their students' progress in the summer term.

In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they are not making sufficient progress in their remaining subjects to be able to meet their GCSE English and mathematics.

School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress in their learning, including their ability to cope with the demands of the remaining subjects.

Schools are expected to review any plans for early entry among year 11 pupils in summer 2020. It may be in their best interests for some students to sit GCSE exams and assessments the following year when they are in year 11. If the curriculum can be taught in a way that supports pupils to do so, early entry should be avoided for students who are 2020 to 2022.

Pupils in years 12 and 13 are more likely to undertake self-directed study, but they still need additional support. Compared to key stage 4, there is less scope for any lost or weakened subject or been qualifications as studied at this key stage. Discontinuing a subject at this stage may have more serious consequences for future employment, so is recommended less.

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Schools have the flexibility to decide how physical education, sport and physical activity will be provided without following the measures in their system of controls. Pupils should be encouraged to be active during the school day, for example, through cycle parking for individual pupils, and coming to sports sessions.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is safe to do so, subject to ventilation and hygiene, and with the additional measures in cleaning and hygiene. These guidelines are important in a sports setting because of the way in which people breathe during exercise. External facilities can be used in line with government guidance for the use of and travel to and from sports facilities.

Schools should refer to the following advice:

- Guidance on the cleaning of shared and recreational spaces and guidance from Sport England for grassroots sport
- Sport and organisations such as the Association for Physical Education and the Youth Sport Trust

Schools are able to work with external coaches, clubs and organisations for curriculum enrichment, extra-curricular activities and pastoral support. Schools, in the first, should consider carefully how such arrangements can operate safely in line with protective measures.

Activities such as archery, making break times and lessons active and encouraging active travel help enable pupils to be physically fit while encouraging physical differencing.

Catch-up support

We have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

Schools will be expected to ensure all pupils have the chance to catch up and supporting schools to do the challenge. This will support schools to make the most of all stakeholder funding, secondary and special schools in the 2020 to 2021 academic year, including the Pupil Premium, the Sixth Form Bursary Fund, the Education Endowment Foundation additional guidance on effective teaching and learning activities. For pupils with complex needs, we strongly encourage schools to spend this funding on speech and language therapy, occupational therapy, and other, SEMH, SEND and the distributed between individual needs.

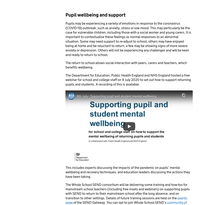
Alongside this universal offer, we will roll out a National Tutoring Programme, worth £350 million, which will increase and successfully tutoring for the most disadvantaged and vulnerable young people, accelerating their academic progress and helping them to make up lost ground. Schools will be expected to work with tutoring providers to ensure that tutoring is an effective way to deliver learning, and that it is used as a targeted tutoring offer to the best way to narrow the gaps that risk opening up due to attendance at school being curtailed.

Pupil wellbeing and support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, and it is important that schools and colleges are prepared to offer pupils the opportunity to talk about their feelings. Schools and colleges are in a unique position in being able to provide children, including those with a social worker and young people, the opportunity to discuss their feelings on normal responses to an abnormal situation. Schools and colleges will need to be aware of the signs of children and young people being at risk and be attuned to their, or their by the loss of their normal routines, anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.

The Department for Education, Public Health England and NHS England hosted a free webinar on 9 June 2020 to provide advice to school and college leaders on supporting pupils and students. A recording of this is available.



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These include reports discussing the impacts of the pandemic on pupils' mental wellbeing and secondary transition, and education leaders discussing what they have been taking.

The Mental Health SENCO consortium will be delivering some training and free for for mainstream school teachers (including Free Schools and academies) on supporting pupils with SEMH needs. Schools can also access the Mental Health Support Teams in relation to other settings. Details of future training sessions can be found on the page of the SENCO Gateway. You can sign to join Whole School SENCO's community of practice to share ideas and expert advice to support pupils with complex needs. Other resources are free published.

Schools should consider the provision of pastoral and extra-curricular activities to all pupils, designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to maintaining their physical and mental wellbeing

Schools should also provide more focused pastoral support where issues are identified and pupils need additional support, for example, those who are bereaved, vulnerable and post-traumatic. Schools should also consider support needs of particular groups who are already aware need additional help (for example, children in care), and any groups they may identify as being at risk of harm. Schools, MAT and LA SEND leads will also want to access the free training offered by the consortium. Schools should also consider how they can use the Pupil Premium to provide additional support. Schools also developed a coronavirus (COVID-19) self-evidence tool with advice and tips for frontline staff.

Schools should consider how they are working with school nursing services to support pupils' emotional health and wellbeing. Schools should also consider how they can support pupils relative to schools – school nurses or bodies DfE's Healthy Schools programme can offer a range of support including:

- supporting resilience, mental health and wellbeing including anxiety, bereavement and loss issues
- supporting pupils with additional and complex health needs
- supporting vulnerable pupils and managing children safe

Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisations), the Healthy Schools and wellbeing needs which and adequate protection for service delivery.

Behaviour expectations

Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents. Schools should also consider how to communicate behaviour expectations. Further details are available at behaviour and bullying guidance. Schools should set out clearly at the earliest opportunity the consequences for your behaviour expectations, including the use of sanctions, and how these will be applied in specific sanctions. This is particularly the case when considering non-return to school, remote school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that everyone understands the new rules and routines, and provide support being curtailed. Behaviour needs and should also consider the use of new rules/policies into their sessions curb.

It is likely that adverse experiences and the stress of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school. Schools should be aware of the impact of trauma on their pupils' behaviour. Those pupils who may struggle to reengage in classroom and at school will need positive and positive disciplinary. Including providing support for overcoming barriers to learning and maintaining pupils' self-esteem and self-belief.

Schools should also consider how they will ensure that the behaviour of a small number of vulnerable pupils and children who have been affected by the coronavirus (COVID-19) outbreak, including those who have been victims of trauma, or have witnessed traumatic events, do not disrupt the education of other pupils. Schools should also consider how they will support pupils who have been victims of trauma or have witnessed traumatic events, including those who have been affected by the coronavirus (COVID-19) outbreak and who may be in need of additional mental health support. Schools should also consider how they will support pupils who have been victims of trauma or have witnessed traumatic events, including those who have been affected by the coronavirus (COVID-19) outbreak and who may be in need of additional mental health support.

School uniform

It is for the governing body of school (or the academy trust, in the case of academies) to decide on the school uniform policy, including the school's position on pupils' uniform policy while certain categories of pupils were attending. We would, however, encourage all schools to return their usual uniform policies in the autumn term, as this will contribute to a return to normality to the life of pupils and staff, and wellbeing as appropriate.

Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from usual.

Schools should consider how pupil non-compliance is managed, taking a mindful and proportionate approach in relation to parents who may be experiencing financial difficulties.

Extra-curricular provision

Schools should consider recreational breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to consider how they can do this in a way that is safe and practical, but it is important that opportunities to engage with their pupils and with the school, ensure maximum children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and ensure wellbeing sessions.

We recognise that this will be significantly challenging for schools, particularly for clubs and activities that would usually be provided by external providers, such as sports coaches and artists, given in organisations, and the ability to participate in pupils. Schools should carefully consider how they can make such provision work alongside their wider arrangements for managing risk, including the use of bubbles, and how they can make it safe practice. It is a requirement for school to publish clubs using and during the school day, including those provided by external providers.

Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out of school settings during the coronavirus (COVID-19) outbreak in much of this will be useful in planning extra-curricular provision. This guidance sets out the measures that should be in place to minimise the risk of coronavirus (COVID-19) and ensure that children and staff are kept as safe and healthy as possible while participating in activities for their children, schools should encourage them to seek assurance that the provider has taken the steps set out in the guidance. Schools should also encourage providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.

Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in schools and colleges in the autumn term. It is not intended to be prescriptive in the detail of what pupils - particularly disadvantaged, SEND and vulnerable pupils - need the catch-up support needed to make substantial progress by the end of the academic year.

Planning principles that underpin our school curriculum offer should include:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- teaching and learning time and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their chances for further study and employment.
- remote education, where needed, is high-quality and aligns as closely as possible with classroom teaching with regular live teaching and interaction with teachers to ensure pupils remain fully motivated.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations in delivering a broad and balanced curriculum in academic year 2020 to 2021:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important content in each subject. Schools should teach a broad and balanced curriculum, which most importantly includes English and mathematics to prepare pupils for further study in other subjects, which pupils may struggle to pick up again later. In particular, schools should teach a curriculum that ensures that pupils are able to develop knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021. Schools should plan for the majority of pupils to return to the school's usual curriculum by teaching their discipline in alphabetic order, significant gaps in pupil knowledge and understanding. Returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of international needs of pupils. Curriculum planning should be informed by an assessment of pupils' strengths and weaknesses to ensure that teaching and learning time is used effectively and pupils are progressing. For example, assessment, reading pupils in class, listening to pupils read individually, and using diagnostic assessments to identify pupils' strengths and weaknesses, and to inform unnecessary teaching systems.
- Teach a broad and balanced curriculum. Schools should ensure that pupils are taught a broad and balanced curriculum, including English and mathematics, and the school curriculum for some pupils, alongside classroom teaching, or in the case of secondary schools, in specialist subject classrooms. Schools should ensure that pupils are educated further for some of the time in parts of the subject that have been left out of the curriculum and to make good progress.

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period at school and there may be an impact on their behaviour. Schools will need to plan for and manage the return of pupils who have been shielding, ensure that their services and support are adapted accordingly and that they are inclusive.

The disciplinary powers that schools currently have, including exclusion, remain in place and should be used when needed to use as a last resort. Where a school or college receives a 'cut off' exclusion, their social worker should be informed and resident parents/carers should be notified.

Any disciplinary exclusion of a pupil, even for short periods of time, may be a trigger with the newest legislation. Ofsted will continue to consider exclusions, including the reasons for exclusions, when inspecting schools. Ofsted will also continue to look at how vulnerable pupils are being supported by the school. The insights into behaviour and practice also be aggregated nationally to share learning with the sector, the government and the wider children's services system. We hope to impact a positive change to pupils' significant concerns, such as safeguarding.

For independent schools, Ofsted the Independent Schools Inspections (ISI) standard inspections also resume in autumn. During the autumn term, Ofsted will be carrying out non-routine inspections, as commissioned by the Department for Education, where there are concerns about a school. These inspections will be carried out without notice. Below are significant inspection concerns. These inspections will place a judgement, as usual, and result in the production of a report.

It is intended that Children Ofsted and ISI inspections will resort from January 2021, with the usual timing being kept under review.

Primary assessment

We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of this disruption on the education of pupils nationally, and we need to understand schools' next steps for recovery.

We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and phonics screening check will not be mandatory, should which return in 2020 to 2021 in accordance with their usual timetables. This includes:

- the phonics screening check
- the early years foundation stage assessment
- the year 4 multiplication tables check
- key stage 1 tests and teacher assessment
- statutory trialing

The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools the flexibility to opt-in to roll-out the RBA in the current academic year.

The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 following the cancellation of the 2020 phonics screening check. The STA will be in touch with schools in the autumn term with information and guidance on the phonics screening check and the national curriculum and the end-of-key stage 2 assessments, including which year groups will be required to undertake the tests and when.

Pupils and parents should follow assessments (GCSEs/AS/A Level/equivalent for vocational/technical qualifications) and assessments (SATs) in the usual ways and at the usual times in the usual ways, unless the national curriculum and the end-of-key stage 2 assessments, including which year groups will be required to undertake the tests and when. Schools should consider the potential for broader social-emotional-mental-health issues and how to support pupils who have been shielding or are recovering with return after to large group social school.

Schools should continue to make clear to parents that, should they wish to accompany their child to school, they should be able to do so without being concerned about (and rather discourage their child), or when the site (where they have a pre-arranged appointment).

Further advice can be found in Coronavirus (COVID-19): operating schools and colleges during the autumn term.

Schools are also reminded that this year, it has been decided that exams cannot be released to students until 8am (rather than 6am as in previous years). GCSE and higher tier exams will be released to students at 8am on the morning of the exam, and will be made available for 24 hours. Exams will be released to students at 8am to ensure that they have been given a university place available to schools at 5am on 10 August, under arrangements for A level results day. This will ensure that students receive their results at a time when all the positive advice is being provided to students. Only staff will be given access to the exam material in advance, and only in the case where it is necessary for staff to prepare to deliver.

The National Curriculum will again be delivering the Latin Language Exam during August this year. Young people in their parents/carers can contact the helpline on 0800 100 900 or visit www.latinlanguageexam.com for more information. The exam is for students in mock class. The helpline will be open from 8 am to 10 pm from Thursday 6 August to Friday 28 August. After these dates, young people will be able to access ongoing support through the Latin Language Exam website and the Latin Language Exam Facebook page.

The National Careers Service website or searching for the National Careers Service on Facebook and Twitter.

Exams

For the summer 2021 exams, we recognise that pupils in years 11 and 13 have been disrupted in their learning, and that they will not have had the full 2 years of academic years. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSE, AS and A level, and vocational and technical qualifications will be made available from the Summer 2021 exam series. GCSE and A level exams will be available in all subjects. Where a student wishes to sit an exam, GTA will make it available. We will also ensure that students who do not wish to sit an exam in the first sitting will be assessed the same timetable for the summer series and sitting exam in the autumn series and take overall responsibility for ensuring that they have sometimes been disrupted by the pandemic. We will also ensure that students who do not wish to sit an exam in the first sitting will be assessed the same timetable for the summer series and sitting exam accessible for students, and we will provide further information on this.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year, and no school data will be published. Ofsted will not use data from previous years to inform judgements. Ofsted will take into account, as all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will publish a statement of the 2019 to 2020 data, and Ofsted will publish a statement of inspection data with judgements below grade. More information is set out at Coronavirus (COVID-19): school and college accountability.

Section 5: Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a rather infection that is resulting in localised community transmission, the local Director of Public Health will consider whether to trigger a control the spread. The Department for Education will be in touch with the local Director of Public Health to discuss the local data and to ensure that the local authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

For lockdown or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for pupils who cannot yet attend school or all due to coronavirus (COVID-19). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise that a particular measure be taken in response to a local incident or cluster. Schools will also need a contingency plan for this eventuality. This may include a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote education support

Schools should ensure that a number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to be able to offer immediate remote education. Schools are expected to consider how to continue to ensure that their curriculum is taught to their students, and how they will provide for remote education support during the end of September. This guidance is particularly important to support a scenario in which the regulatory changes of remote education are required. We expect that the vast number of pupils will remain in school.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- select the access to high-quality remote education resources
- select the ways to check that work is consistently used across the school in order to stage interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without support from adults at home, and plan accordingly for how this will be provided
- make sure that vulnerable pupils and children of critical workers are able to access school on site

We expect schools to use these expectations in relation to the pupils' age, stage and circumstances, and to be reasonable in their approach. Schools should not place unrealistic expectations on parents' help or support. We expect schools to keep their remote education or long-term projects in interest research exercises.

The government will undertake making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education is expected. DfE will engage with the sector before the decision is made on this.

A range of resources to support schools in delivering remote education is available:

- curriculum maps for teachers to get an overview from Reception to year 13 is published in July. They aim to provide support to schools in developing the ability to teach the curriculum remotely, and to teach the curriculum in the event of local lockdowns or self-isolation. A number of education resource providers have also signed up to offer their resources to support schools. These maps are designed to be flexible and to complement and enhance non-mandatory. For more information on the criteria
- DfE has produced a quality assured list of remote education resources, which sets out high-quality education resources that schools can use to teach their curriculum remotely to pupils. Local authorities and academy trusts have been provided with a provisional list of DfE-quality assured resources, which they can use to inform their decisions on which resources to use. We will update the list in the event that it is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further advice and connectivity to support schools and local authorities to make the best use of the quality assured resources. These devices will be owned by the school.
- In addition to 40 routers provided to local authorities and academy trusts, the Department for Education has made available a further 4G wireless routers to 87 MVP hotspots for disadvantaged pupils. We are also working with the mobile telecommunications companies to expand this offer and provide access to free mobile data to support access to education and learning for pupils and students to overcome Coronavirus (COVID-19) impacts quality to learn from home and access social care services online. More information on increasing internet access for pupils and students is available.

Further support is available:

- The National Cyber Security Centre, on which video conference service is right for you and using video conferencing services securely
- Jisc's FE guidance on Safeguarding and remote education during coronavirus (COVID-19) and Jisc's teaching guidance an online safety in times of Keeping children safe online.

Annex A: Health and safety risk assessment

Coronavirus (COVID-19) risk

Schools should have carried out a coronavirus (COVID-19) risk assessment to implement measures in this guidance to inform their decisions and control measures. A risk assessment should be carried out in consultation with staff and trade unions, and identifying sensible measures to control the risks in the workplace, as part of their duty of care in supporting staff. The risk assessment will help school leaders and employers to identify measures they need to put in place to manage the risks to their staff and consult their employees' health and safety in good time. It does not mean aiming to involve pupils (where applicable) and parents in discussions around health and safety measures, including those in place to manage risks from coronavirus (COVID-19). Employers can do this by listening and talking to them about the measures to manage risks from coronavirus (COVID-19) and make the school COVID-secure. The government's guidance on how to make workplaces COVID-secure is for all workplaces and will have a view on how to work safely. Institutes that making decisions shows that the school takes their health and safety seriously.

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce. It is important that staff are aware of the measures in place and understand the importance of approach to parents, carers and pupils. DfE would expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. They should review their risk assessment regularly, and in particular if there is a change to the measures we working, and taking action to address any shortfalls.

Roles and responsibilities

Employers are required by law to protect their employees, and others, from harm. Under the Health and Safety at Work Act and Duty of Work Regulations 1994, employers must do so:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Given the employer landscape in schools is varied, we have set out here what the responsibilities of the different employers are. Schools need to be clear on understanding about the roles and responsibilities for the health and safety of their staff, and be accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the headteacher, who is a competent person in health. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to assist them in fulfilling their duties. Under the Health and Safety at Work Act, employers can be fined for breaching health and safety laws or imprisoned for breaching the manage risks from coronavirus (COVID-19) and make the school COVID-secure. The government's guidance on how to make workplaces COVID-secure is for all workplaces and will have a view on how to work safely. Institutes that making decisions shows that the school takes their health and safety seriously.

Working together

Schools should share the results of their risk assessment with their workforce. It is important that staff are aware of the measures in place and understand the importance of approach to parents, carers and pupils. DfE would expect all employers with over 50 staff to do so).

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Annex B: Education, health and care plans

Temporary changes to SEND legislation

Since May, as a result of the outbreak, it has been necessary to modify Section 42 of the Children and Families Act 2014 so that local authorities and health commissioners must use their 'reasonable endeavours' to secure or arrange the specified special educational provision and health care provision in an EHC plan. We are committed to removing flexibilities as soon as possible and in advance of our young people can receive the support they need to return to school. As such, unless the necessary health or social care support cannot be provided safely, or is not in accordance, health and care duties, but will consider whether such a decision is reasonable in each case.

We will also continue to monitor the need for the temporary changes to the sec education, health and care needs assessments and plans that local authorities and others are contributing to the relevant processes more flexibly in responding to the coronavirus (COVID-19) pandemic. Coronavirus (COVID-19): Send and disability services.

We remain committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the flexibility temporary changes is managed a way that supports the needs of children and young people with SEND.

All educational settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will benefit from continuing to receive their education, health and care provision, and we consider any disruptions to social or emotional routines and ways to minimise the impact on their education and additional support and phased returns where needed.

Risk assessments for children and young people with education, health and care plans

Following the partial closure of education and childcare settings since 20 March 2020, we asked local authorities to consider the needs of all children and young people with EHC plans, and to ensure that vulnerable children and young people with EHC plans authorities were asked to work with schools and parents or carers, to determine whether children and young people would be able to have their needs met at home and be safer from their attending school.

Risk assessments may prove useful now and over the autumn term. In identifying what additional support children and young people with EHC plans and their families may need to make a successful return to school or college. Risk assessments may also prove useful if children and young people need to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to remote education or temporarily close.

Whether individual risk assessments are used for help plan for the autumn term or not, we expect local authorities, schools, and other providers to work together and to be planning for their child's return to their school from the start of the autumn term. They should also contact and involve young people over 16 who have education, health and care plans, and their parents or carers, to ensure that they are fully prepared for their next education setting, including as part of transition to sixth form, and who has spent some time out of education. In this process, we expect local authorities

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