Guidance
Guidance for full opening: schools

Updated 17 October 2020

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Main changes since this guidance was last updated

The following information has been updated:

- Prevention (Section 1 System of control)
- Protective measures for all settings and classes (Section 2 Controls)
- Response to any infection (Section 1 System of controls)
- Pupils travelling from abroad (Section 2)
- Attendance (Section 2)
- Testing (Section 3)
- Catch-up (Section 3)
- School uniform (Section 2)
- Extra-curricular and out of school activity (Section 2)
- Behaviour expectations (Section 2)
- Hospitality schools (Section 3)
- Contingency planning for outbreaks (Section 3)

Introduction

Schools, colleges and other educational providers in all phases, remain in school full time throughout the autumn term.

This guidance applies to all schools, colleges, both maintained and alternative provision, to prepare for this. It applies to primary, secondary (including sixth forms), special, independent schools, including academies and free schools, alternative provision, and hospital schools. It also applies to boarding provision but further guidance is issued on this document in the same way as stated below in schools. This guidance is also relevant to those who provide childcare in schools, including early years, before and after school and holiday provision.

Separate guidance is available for early years, further education colleges and sixth form colleges.

This guidance is in 5 sections. The first section sets out the actions school leaders should take to prepare for full opening in September following the COVID-19 crisis. This is: Public health advice; Underlying Public Health Principles; Testing.

Each of the guidance documents for Early Years Foundation Stage and Education (EYFS) reflects schools to operate in this new context. These include:

- school operations
- curriculum, behaviour and pastoral support
- assessment and examinations
- contingency planning to provide continuity of education in the case of a local lockdown

This guidance has been developed in consultation with the devolved administrations, 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 ask schools to open only to a small number of children in March, we did so in the context of the unprecedented circumstances (COVID-19), caused by the first wave of cases. As the virus spread, we began to consider how we could bring more children and young people back to school, in a way that would be safe and would not put at risk the health of children, teachers, the wider school community and their families and carers. Guidance, and then 16 cross-sectoral schools welcomed back over 90 and 95 percent of their pupils, with no evidence of increased risk to staff or pupils. We reduced the exceptions to close. We then asked primary schools to welcome back children in Reception, Year 1 and Year 6 in the last term.

Returning to school is vital for children's education and for their wellbeing and development, particularly for disadvantaged and vulnerable children. This impact can affect children's life chances, and their future earnings. It is also vital that we need to ensure all pupils can return to school in the autumn term.

The risk to children (Reproduction of Degree severity R from coronavirus (COVID-19) risk assessment: interim guidance) from coronavirus (COVID-19) is very small. We know that schools are a vital part of contact for public health and wellbeing, and that children are not the main transmitters of coronavirus.

Lower academic attainment and disadvantage is a consequence of lockdown, due to being unable to attend schools. The effects the standard of living that we know will be felt for years to come. We know that, for many, the lockdown has exacerbated existing disadvantage. We know that the longer the lockdown lasts, the more we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk free environment, we can, and must, take steps to minimise the risks to children, teachers and other school staff. We can do this in school settings and at a greater risk of infections than many other occupations.

Given the paramount importance of children being back in school, the Department for Education (DfE) and Public Health England (PHE) have weighed the benefits of being back in school for children against the very low Irish coronavirus (COVID-19) risk to children, and have concluded that the benefits outweigh the risks. We have also taken into account the risk to children and their families and reverse the enormous costs of medical education. This will be an important move back towards normality for children and families.

For as long as coronavirus (COVID-19) remains in the community, judgments will need to be made about how to manage the risk to education and children's wellbeing holistically, including wellbeing, safeguarding, and ensuring a full educational experience for children and young people. There are no zero risk options available to us, and we must balance the risks and benefits.

The measures set out in this guidance have been carefully considered in relation to and in place proportionate protective measures for children and staff, which will minimise the risk of transmission. We will keep this guidance under review and will be ready to amend it if the evidence of the impact of coronavirus (COVID-19) on the number of contacts that a pupil has during the school day or part of it, means that the risk to children and staff from being in school is not proportionate. If schools follow the protective and hygiene measures, they can be confident they are managing risk effectively.

We will continue to work closely with the sector to keep the guidance under review and authors, every school also need to plan for the possibility of local restrictions and have their own contingency plans in place.

Purpose of this guidance

The first section of this guidance sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) to their communities. It also includes the process that should be followed if anyone develops coronavirus (COVID-19) symptoms, or tests positive, while in school.

The public health advice in this guidance uses a PHE endorsed 'system' of controls. This approach is based on the principles of PHE's wider work up and throughout the coronavirus (COVID-19) response, including the work in line with a revised risk assessment. These measures create an inherently safer environment. Together, they minimise the risk of infection and transmission, while maintaining education.

The system of controls provides a set of principles and if schools follow the advice and maintain the set of controls, they will significantly minimize risks. All elements of the system of controls are essential. All schools must follow the public health advice in this document, including those in areas with local lockdowns in place. Schools will be kept up to date with any changes. Where something is essential for public health reasons, as advised by PHE, we have set it out as a mandatory requirement. Schools must follow this advice. The guidance does not cover every eventuality.

There cannot be a 'one-size-fit-all' approach where the system of controls is concerned. Schools will need to take into account their own circumstances and make reasonable judgments about how to implement these measures. Schools should have a clear understanding of the risks in their environment and be able to explain their approach to their staff, parents and governors, and be able to demonstrate that they have implemented and are monitoring the system of controls to reduce the risk to the maximum extent possible.

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

- effective
- working as planned
- being adhered to, including considering snap lockdowns and changes in public health advice

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

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

Schools should have facilitated all pupils returning full-time from the start of the autumn term. Pupils should be in their classes, bubbles, or groups. Schools will put in place 'catch-up'.

Schools must comply with health and safety law and have in place risk assessments and put in place proportionate measures to manage risk. We expect that thoroughly review their health and safety risk assessments and plans for the return of all pupils, staff and students in September. Schools should have an adaptation to the risk assessment and protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- high standards of cleaning and hygiene
- enhanced cleaning and sanitisation arrangements
- a follow engagement with the test and trace system
- formal consideration of how to reduce contacts and maximise distancing between those who are in school, through the application of the system of controls outlined in this document

How contacts are reduced will depend on the school's circumstances and can include, for example:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- ensuring children have their own pens and other stuff as much as possible

Risk assessment

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

Schools should take reasonable steps to comply since 27 March 2020, working before pupils back from 1 June 2020 and ensure that they have carefully reviewed, assessed the risks and implemented proportionate control measures to limit the spread of coronavirus (COVID-19) and to manage the risks arising.

It is a legal requirement that schools should have recorded and updated their risk assessments, taking into account the control measures in place. Schools already developed COVID-19 risk assessments. Schools should now consider the additional risks and control measures to enable a return to full opening in September. Schools should review, and if necessary, update their risk assessment and ensure that it is shared with their governing body or relevant committee in respect of their consideration. Schools should also ensure they have implemented and monitor the control measures in their risk assessment and follow the health and safety hierarchy of controls to reduce the risk to the maximum extent possible.

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

- effective
- working as planned
- being adhered to, including considering snap lockdowns and changes in public health advice

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

The system of controls: protective measures

Having assessed their risk, schools must work through the below system of controls, adopting mitigations to reduce risk to their pupils, staff and others, and address the risk identified in their assessment, works for their school and their pupils, and implement the control measures that they judge will be effective including educational and pastoral support measures, and ensure they are in place and being adhered to.

Schools should follow the guidance and out here they will effectively reduce risks within their school and create an internally safer environment.

System of controls

This is the set of controls schools must take. They are grouped into 'prevention', and 'response to any infection' and are outlined in more detail in the following sections.

Prevention

1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have symptoms in the household who are absent, do not attend school.

2) Clean hands thoroughly more frequently than usual using this the school if they need to.

3) Clean premises thoroughly more often than usual.

4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using disinfectant wipes or spray and tissues.

6) Minimise contact between individuals and maintain social distancing wherever possible.

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

8) Always manage risk through risk assessment.

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

9) Engage with the NHS Test and Trace process.

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

11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have symptoms in the household who are absent, do not attend school.

Pupils, staff and others should not come to school if they have one of the three coronavirus (COVID-19) symptoms: a new, continuous cough; high temperature; loss of or change in sense of smell or taste. Most children who have coronavirus (COVID-19) will be identified as being unwell by their school and will be sent home to self-isolate. The furthermost must be cleaned and thoroughly ready for the next day. Pupils should not come to school if they are unwell.

PPE must be worn by staff caring for the child while they await collection if a member of a household or household bubble is ill with a new cough (or other clinical or child with complex needs). More information on PPE use can be found in the guidance for schools preparing for the return of children with complex medical needs and the guidance for schools preparing for the return of children with complex educational settings.

If a child develops a cough or temperature, they should strongly self-isolate for the remainder of the school day, and those who live with them should self-isolate for 14 days from the start of the child's symptoms and consider tests. Others will benefit more from self-isolating in their family home. For more information on self-isolation, see the guidance on self-isolation for COVID-19 cases, section of other people with the coronavirus (COVID-19) and guidance for schools educational settings.

In a school setting, if an emergency call (999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not go to hospital or other healthcare settings unless advised to do so.

Any member of staff who has a medical condition that puts them at risk with coronavirus (COVID-19) symptoms, and other members of staff or pupils who have a medical condition that puts them at risk with coronavirus (COVID-19) symptoms, should follow the guidance that they would normally follow for other conditions. For the coronavirus (COVID-19) pandemic, see the guidance for schools preparing for the return of children with complex medical needs.

Public Health England has produced a set of guidance for schools taking the temperatures of pupils to not recommend taking temperatures as a routine measure in schools (COVID-19).

2. Where recommended, use of face coverings in schools

Face coverings are not required in classrooms or other teaching spaces in all schools. Schools have the discretion to decide if and where and which are not under specific social restriction measures will have the discretion to require face coverings in communal areas. Face coverings may be required by some visitors to school, for example, parents and carers, and should be worn in communal areas and it has been deemed appropriate in those circumstances. Primary school children do not need to wear a face covering.

In particular, schools that teach years 7 and above may decide to recommend face coverings be worn in classrooms, if, for example, it is difficult to maintain a bubble the classroom where the space of pupils and staff are from many bubbles or groups, for example, classes.

In primary schools where pupils are not required to maintain a social distance outside of classrooms between members of staff or visitors, for example in the playground, it may be helpful for adults who do not teach the children and of visitors to wear, or agree to the wearing of face coverings in those circumstances.

Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings are not required in classrooms or other teaching spaces in most schools. In particular, Face coverings are not required in most secondary and further education settings and for the vast majority of pupils.

Exemptions

Some individuals are exempt from being wearing face coverings. This applies to those who:

- cannot put, wear, or remove a face covering because of a physical or mental impairment or disability
- speak to people communicating by lip reading, or need to see a face covering, clear social or facial expressions to communicate

The same exemptions apply to face shields. Staff and students who are exempt should expect teachers and other staff to be sensitive to those needs.

Access to face coverings

Schools should ensure that staff and young people will now have access to face coverings, but should not prevent people from bringing in their own. Public Health England has made available resources on how to make a simple face covering.

However, where exceptions apply, schools should be sensitive to those who are unable to use their face covering due to having forgotten it, or having damaged or soiled their face covering. Schools should have a small number of contingency supplies available for such cases.

No one should be excluded from education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

Staff who have to wear face coverings for long periods should follow safe face covering practice and school, and when face coverings are worn at school and when they are worn elsewhere, such as on public transport and in other public places and staff.

Safe wearing of face coverings requires cleaning of hands before and after touching – including when putting on, taking off and touching while in place – to minimise risk, separate plastic bags between use. Where a face covering becomes damp or dirty, it should be replaced with a new one. Face coverings should be washed daily.

Pupils must be instructed not to touch the front of their face covering during the day or after taking it off. Pupils should be instructed to dispose of temporary face coverings in a bin at the end of the day. Pupils should be encouraged to bring in plastic bag they can take home with them, and then wash their hands again before heading to their home.

Further guidance on face coverings

- Safe wearing and removal of face coverings and children's social care providers
- Face coverings in education settings

3. Clean hands thoroughly more frequently than usual

Coronavirus (COVID-19) is an easy virus to kill where it is on skin. This can be done by using soap and water or a sanitiser. Ensure that pupils and staff know and can carry out the steps to washing their hands and cleaning their hands, when they return from breaks, when they change rooms and before and after eating and drinking, and after using the toilet. Ensure that there are sufficient facilities for hygiene. Priority to ensuring that there are:

- whether the school has enough hand washing or hand sanitiser dispensers available on site and distributed with sufficient capacity to meet demand
- supervision of hand sanitiser use given risks around ingestion. Small children and those with special educational needs and disabilities may require hands anyway. Pupils should be supervised when using hand sanitiser and washing their hands.
- training these routines into school culture, supported by behaviour expectations, underpinned by appropriate communication to parents and carers, where, understanding the need for future them.

4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

Research, and, is, and, approach continues to be very important, so schools should continue to ensure that pupils and staff are encouraged to use the school's support pupils and staff to follow this notice. As with hand cleaning, schools should ensure that pupils and staff have access to the resources and facilities to this right and good respiratory hygiene. Public Health England has produced a set of posters that can be displayed in schools.

5. Clean premises thoroughly more often than usual

Schools should ensure that premises are cleaned to a high standard, including more frequently cleaning of rooms and shared areas that are used by different groups.

- Frequently touched surfaces being cleaned more often than normal
- Cleaning between groups using the same classroom, laboratory or workshop
- Lesser Peter Kevin Revised Buildings Guidance 2020 Cleaning and hygiene advice, allocated their own toilet blocks could be considered but not a requirement if the risk can be kept low

Public Health England has published revised guidance for cleaning non-healthcare settings, including schools, which should be followed. Schools should ensure that cleaning arrangements are in place to ensure that they can be confident that they are maintaining a safe environment.

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

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools have in place a set of measures that will significantly reduce the number of contacts between people, while also minimising contacts and mixing while delivering a broad and balanced curriculum.

Planning contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools have in place a set of measures that will significantly reduce the number of contacts between people, while also minimising contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

It is likely that for younger children the emphasis will be on separating groups and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

The points to consider and implement are set out in the following sections.

a. How to group children

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.

However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools.

In this guidance for the autumn term, maintaining consistent groups remains important, but given the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls.

In secondary schools, particularly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around the school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

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 particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

b. Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

When 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, class-sized groups.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

c. Measures elsewhere

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 should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

d. Measures for arriving at and leaving school

We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting 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 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.

e. 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.

Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.

Supply teachers, peripatetic teachers and 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 during 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 with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.

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. Given the increasing knowledge we have of the virus, that position has now changed for the autumn term. 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.

7. 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 involve 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.

8) Keeping occupied spaces well ventilated

Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

This can be achieved by a variety of measures including:

- mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
- natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)
- providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform
- rearranging furniture where possible to avoid direct drafts

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

Response to any infection

9. Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process. 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. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. 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 if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or 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 the quickest and easiest way to get a test.

All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.

Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.

These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers.

Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.

1. If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.

2. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 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 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.

NHS COVID-19 app

The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.

This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.

10. 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 can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.

The advice service 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. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.

The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, 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 advice service (or PHE local health protection team if escalated) 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 6 of the 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and 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 coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 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 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.

In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.

The PHE local health protection 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.

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

11. 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 during 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 controls and in order to best meet the needs of their students.

Section 2: School operations

This section covers guidance on matters related to transport, attendance, workforce, safeguarding, catering and estates.

Transport

Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools during the autumn term. Further guidance is set out in the transport to school and other places of education: autumn term 2020.

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 pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.

During the autumn term, local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.

The approach to dedicated transport should align wherever 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, wherever it is possible, that:

- social distancing should be maximised within vehicles
- children either sit with their 'bubble' on school transport, or with the same constant group of children each day
- children should clean their hands before boarding transport and again on disembarking
- additional cleaning of vehicles is put in place
- organised queuing and boarding is put in place
- through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents

Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).

In accordance with advice from PHE, during the autumn term, we recommend that local authorities advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the safer travel guidance for passengers.

Until the start of the autumn term, children and young people have not been expected to wear face coverings on dedicated transport, although they have been able to if they wish. We are adopting this new position in light of all children returning to education full-time. As well as the fact that it will not always be possible to apply the same social distancing measures as apply on public transport. Schools should support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.

A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).

Further information on face coverings is set out in the transport to school and other places of education: autumn term 2020 guidance.

Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve the 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.

Given the pressures on public transport services, it may also be necessary to work with such partners to ensure that other options are available. It may be necessary to provide additional dedicated school transport services, including minibuses, taxis or other vehicles. Schools should also consider how to provide additional dedicated parking for their school staff and visitors. For further guidance, see Safer school travel, Sustrans, and Modeshift.

Wider public transport

In many areas, public transport is more extensive use of the wider public transport system, particularly public buses. Public transport capacity will continue to be significantly reduced for the foreseeable future, and the travel needs of schools should be kept in mind when planning.

Schools have a critical role to play in supporting collaboration between all stakeholders, and in providing information. Schools can provide information on managing capacity and demand on public transport as part of the transport hierarchy and providing information on alternative travel options.

Schools should work with partners to consider staggered start times to enable students to travel at less busy times, and to avoid congestion at peak times, especially at busy bus stops and on busy bus routes. Schools should encourage parents, staff and students to consider walking, cycling or driving children to school and also on an active travel basis.

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

- work with schools and public transport providers to ensure that school travel needs are taken into account in local transport plans
- consider access to school and other services for public transport within cities and towns
- consider using traffic demand management approaches in order to ensure that school travel needs are taken into account in local transport plans

Schools should also consider how to provide additional dedicated school transport and other local processes on public transport very significantly. The Department for Transport is also asking local authorities to ensure that additional options are considered, if they are not feasible, and schools should be informed and ensure transport is available for those who need it most. Experience during the pandemic has shown that some schools have been able to provide transport for those who have. Advice to help local authorities and schools to consider additional options with international students, guidance and on how to self-isolate when travelling to the UK is available.

Attendance

Attendance expectations

It is vital for all children to return to school to maximise their education and to ensure their safeguarding and wellbeing, including their mental wellbeing and other development.

Missing out on more than 6 in the classroom risks pupils falling further behind. Pupils who are absent for extended periods and those who are persistently absent from education face the risk of being disengaged from school or learning that is not in the classroom school. pupils will be expected to attend for 30 days from the start of the academic year, unless they are shielding, self-isolating, or fall into a vulnerable, pupils and children of the key worker.

Schools need to have plans in place for the collection and transfer of these records. Schools will need to be able to provide information on pupils' attendance during the year. Advice to help local authorities and schools to consider additional options with international students, guidance and on how to self-isolate when travelling to the UK is available.

Safeguarding and shielding

A small number of pupils will be unable to attend in line with public health advice for self-isolate because:

- they have been advised to self-isolate by their GP or hospital
- they live with someone that has symptoms or has tested positive and are self-isolating
- they are a close contact of someone who has tested positive for COVID-19

New advice for those identified through a letter from the NHS as a specially vulnerable to COVID-19 and who are shielding, should be kept to a minimum for the beginning of the autumn term. This means them that point, the usual rules on school attendance apply. Schools will:

- parents' duty to secure their child's attendance regularly at school (where their child is registered at school) and their duties to ensure their child is safe and free from harm
- schools' responsibilities to record attendance and follow up absence
- local authorities' duties to ensure children missing fixed penalty notices or their local authorities' codes of conduct

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- schools' responsibilities to record attendance and follow up absence
- local authorities' duties to ensure children missing fixed penalty notices or their local authorities' codes of conduct

Pupils, including those who are clinically extremely vulnerable, can continue to attend school if all our COVID Alert Levels unless they are one of the very small number who are shielding as directed by their GP or hospital consultant. Pupils who are shielding will have been sent a letter from their GP or consultant and should follow the guidance they have received.

Pupils who are shielding or who are clinically extremely vulnerable should continue to adopt the shielding measures that are in place for their school, in accordance with the risk assessment for their school. Schools should take every reasonable step to ensure that these measures create a sanctuary for such children, in which they can be free from the risk of being infected or affected by COVID-19. Schools should also take every reasonable step to ensure that these measures create an environment for children and staff where the risk of transmission of COVID-19 is minimised.

Most school leaders will need to discuss such a home working and schools, and local authorities, and MATs will need to work with their schools to ensure that the arrangements are in place for such pupils.

Schools should also ensure that the arrangements in place for such pupils are kept under regular review, and that the school is ready to respond to any change in circumstances. Schools should continue to take any reasonable steps to ensure that such pupils are not disadvantaged by their absence from school.

Pupils who live with those who are clinically extremely vulnerable or clinically extremely vulnerable themselves, should be encouraged to attend school as long as they are able to attend safely.

Employer health and safety and equalities duties

Schools have a legal duty to protect their employees' health, safety and wellbeing. Schools should also be aware of their duties under the Equality Act 2010. Risk assessments are a key tool to help school leaders in this usual way. Following the guidance in this document should mean that most risks are mitigated. However, school leaders will need to take into account the circumstances of their staff, employees and others from harm.

The Health and Safety Executive published guidance on Covid-19 during coronavirus (COVID-19) which will support local risk assessments and provides links to other useful guidance. Schools should also consider the wellbeing of their staff and how they can be supported by the workplace and by the organisation in close proximity. Stress administering it should pay particular attention to ventilation measures implemented effectively including opening windows.

Supporting staff

Governing boards and school leaders should have regard to staff (including the headteacher) wellbeing and wellbeing. Schools should ensure that staff have access to the support they need to cope with the pressures they are preparing pupils in place and to support their own wellbeing.

Employers have a duty of care to their employees to ensure they are kept as mental health. Schools already have mechanisms to support staff wellbeing and mental health, and these will be more important than ever. Schools should ensure staff are aware of the support available to them and how to access it. Staff and wellbeing in the current climate. Information about the Education Support Partnership and the Education Support Partnership helpline provides free support for staff.

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 are seeking staff more flexibly. Management should discuss and agree any changes to staff roles with individuals.

It is important that deployment does not unnecessarily increase workload, or unnecessary and unmanageable workload burdens. This could include a review of roles and responsibilities, and a review of the school's staff model, and workload reduction plan.

DfE has also published a range of resources, including case studies to support school leaders and governing bodies to consider workload and wellbeing when on managing wellbeing.

A training period of the immediate options available, schools will have concerns about staffing capacity, representatives should take to their local authority or trust.

Schools should ensure that appropriate support is made available for pupils with SEND. for example by designing teaching approaches and wellbeing approaches to meet the needs of pupils with SEND, and by providing different classes or year groups.

Where support staff capacity is available, schools may consider using this to support pupils who are not in school. Support staff may be able to provide a wide range of activities, such as supervision of pupils, or supervision of a supervised activity, teaching assistants, teaching assistants, and administrative staff, and in accordance with the freedoms provided under the funding agreement or academy). Any independently should be supervised by a teacher. Schools should also ensure that any support staff provided is qualified that the pupils' needs are appropriately supported, and that they are carry out the work, and discuss and agree any proposed changes in roles or responsibilities with individuals. Schools should also consider whether support staff are not and specifically trained to provide support. Schools should also consider how pupils with complex needs where specific training or specific roles are required.

The Education Endowment Foundation (EEF) provides guidance and evidence on making the best use of teaching assistants to help primary and secondary schools.

When deploying support staff flexibly it is important that headteachers and school leaders ensure that the deployment of staff is in accordance with schools are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education.

Recruitment

Recruitment should continue as usual. The government's Teaching Vacancies service is free for schools to post their vacancies and is supported by a helpline for teaching staff queries. The helpline can provide information on how teaching trainees who are attending teaching qualified teachers (NQTs) and job sharers can be deployed.

NQTs guidance, schools may find it useful to be aware of the flexibilities in place for schools to consider a flexible approach to interviews, with alternative approaches such as telephone interviews, or interviews by video conference, remotely may be a more appropriate option. The Teaching Vacancies FAQs provides some information on the existence of implementation statements. Schools should also be aware of the DfE's guidance on safer recruitment in schools during coronavirus (COVID-19).

Where face to face meetings are arranged, schools should make clear to candidates that they are being held in a COVID-secure way. Schools should have in place. Schools will also have the discretion to require face coverings for visitors to the school, including for interviews and meetings.

When recruiting, schools should be aware of their duties under the Equality Act regarding pre-appointment checks. We also schools to part 3 of the statutory guidance, keeping children safe in education. Schools should also be aware of provision have been provided to teachers who have been unable to return to work or prepared to enter the classroom. This will also be supported by materials DfE has provided to support teachers who have been shielding to return to work. Schools should also be aware of the Department for Education's guidance on supporting vulnerable staff members, including those who are shielding, pregnant, breastfeeding, or have a disability, and those who are from black, minority ethnic and other groups. Information about the support available to teachers who are pregnant or have a disability is available.

Supporting staff with disabilities and health conditions

The Equality and Human Rights Commission provides a free helpline for school staff and guidance on supporting staff with disabilities and health conditions.

Performance management and appraisal

Performance management and appraisal in schools in the School Teachers' Pay and Conditions Document (STPCD), which should be reviewed and updated in line with all day preparation for teachers is linked to performance management. We expect school leaders to review their performance management and appraisal arrangements for teachers and support staff in light of the impact of the current circumstances. Schools should ensure that teachers are not pressured to take on more than is reasonable, and that their workload and wellbeing are taken into account. Schools should also be aware of the current circumstances such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Appraisals and performance management for support staff should be carried out in accordance with the school's performance management policy, and the specific pay or terms and conditions of employment for support staff.

Staff taking leave

The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on travel to and from countries, islands and territories is available at www.gov.uk/foreign-travel-advice.

As would usually be the case, staff will need to be available to work in school during their term time. Staff should not normally be granted leave of absence for overseas holidays during term time.

There is a list that where staff travel abroad, their return travel arrangement could be disrupted and the Foreign and Commonwealth Office advises to coronavirus (COVID19), not to the pandemic for reinstatement of exclusions, and school attendance.

Prior to such a request, the school's member of staff making the request, long term time, school leaders should consider if it is possible to temporarily remove working arrangements to enable them to work from home.

Other support

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are given appropriate training and appropriate roles. Where schools are using volunteers, they should continue to follow the safer recruitment guidance. Schools should also be aware of the DfE's guidance on DBS applications. Schools should also be aware of the DfE's guidance on volunteers who do not have checked but will unsupervised or allowed to work in regulated activity. Schools should also be aware of the DfE's guidance on DBS checks, and the DfE's guidance on DBS checks and staff where

Safeguarding

Schools should consider revising their child protection policy (being their safeguarding policy) to reflect the current circumstances. The DfE's model child protection policy is available. Schools should also consider how to ensure that

safe in education.

Designated safeguarding leads (and deputies) should be provided with this time, especially in the first few weeks of terms, to help them provide support to staff and children regarding any issues raised. Schools may wish to plan for the handling of returning children, children's and parents' anxieties and expectations of these are appropriate. Barrier and tension should be working together to ensure that children feel safe and secure, normal routines are in place, well placed to contribute towards psychological well-being at school. Increase communication with parents.

Schools will need to plan carefully and supportively welcoming, as school forms have continued school support to pupils who have not been in school.

Catering

We expect that kitchen will be fully open during the autumn term, and normal arrangements for pupils taking school lunch will be in place from the start of term. Including for those eligible for free school meals, we will ensure that provision is in place to meet needs.

School kitchens can continue to operate but must comply with the guidance for food businesses during covid-19.

Estates

Schools should plan to maximise the use of their site and any accessible available space, such as rooms in an associated place of worship for schools with a religious character, to ensure that they can meet their commitments to pupils. Schools may want to consider adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to make any changes to playgrounds or playtimes to maintain pupils in their bubbles. Playgrounds and playtimes are spaces where we expect children to mix and their one class or group can be cleaned between use. Following a risk assessment, schools may need to put in place some additional measures, if these are required, such as additional hygiene measures, or staggering the use of individual schools, based on their particular circumstances.

Schools will need to take into account, for example, after-school parent-teaching clubs are undertaken to make the school safe. Playbridge have been crowd or far-reaching clubs, and it is up to schools to ensure that the school's operation can carry out the requirements of the Coronavirus (Coronavirus) Disease. Advice on this can be found in the guidance on preparing clubs for the phased return of children.

Additional advice and guidance on cleaning and hygiene for the wider school can be found in the Charities Institute of Guidance Services Department guidance on preparing your school for the phased return to school premises and environment the Department of Education website.

Educational visits

We continue to advise against educational (EVC) overnight and overseas educational visits. The advice remains under review.

In the autumn term, day educational visits can be undertaken, subject educational visits. These trips should include any trips for pupils with SEND connected with their education and preparation for adulthood (such as travel training, or training). They should also be for the purpose of supporting the mental health of children within their connected group, and the COVID-secure measures in place should be sufficient to ensure that children can be kept in their bubbles. Schools do not need to undertake risk assessments for these visits, schools should undertake full and thorough risk assessments in relation to all educational visits and off-site activities. Schools should undertake risk assessment, school-specific risk assessments, and the measures needed to be used and ensure they are aware of wider advice on visiting indoor and outdoor attractions, including zoos, farms, and other attractions, and educational visits, when considering the risks and the appropriate insurance arrangements are in place.

The Association of Schools Independent Travel (ASIT) has produced information and guidance for school trips and other educational visits. Schools have any further questions about their cover or would like further information, they should contact their insurance provider.

School uniform

It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may choose to relax their uniform policy to allow children to wear clothes that are attending. We council, however, encourage schools to return to their usual uniform policy as soon as practicable, as this will be helpful in contributing to the ethos of a school and setting an appropriate tone.

Uniforms do not need to be washed at school, and, in the main, they do need to be cleaned using methods which are different from normal.

Schools should consider how to support children who are vulnerable, being in mindful and considerate approach in relation to parents who may be experiencing financial difficulties.

Increased ventilation levels are recommended when children return back into the winter months. Wilna schools will want to maintain the benefits of their classrooms, and, in the main, this will be achieved by the simple measure of cooling the rooms during lessons and adding an additional layer to school uniform. Where this occurs, schools should ensure that no extra financial burden is placed on families.

Wraparound provision and extra-curricular activities

Schools should be working to resume any breakfast and after-school provision and extra-curricular activities, including those provided by external providers, as soon as school closures are lifted. Providers, including those that rent premises, may not, ensure as far as possible, children can be kept in a group with other children who they have been in school with during the day.

Where it is not possible, or it is impractical to group children in the same way as they are in school during the school day, it is fine for a mix of children are attending extra-curricular activities and wraparound provision. Providers should be able to demonstrate that they are taking steps to keep children outside their school day bubble in from a different school, where children from different schools are attending the same activity, safe. Providers should be able to demonstrate that they are taking steps to keep children in their own bubble while the same children each time, as far as is possible.

We recognise that schools and providers may want to consider adjust their wraparound provision as over time. Such provision will however help ensure children can be kept in their bubbles and safe from the risk of COVID-19 and other infectious diseases. Providers will need to be aware of any changes to their lessons, provide environment activities, and also support working parents.

Schools can consider the provision of extra-curricular activities, including activities, holiday clubs, after-school clubs, before and after-school clubs, and breakfast clubs, and other activities, including those provided by external providers. The Education and Skills Funding Agency (ESFA) expects providers to make sure children are provided with a mix of school-extra-curricular activities for children, including those who are vulnerable or have special educational needs. Ensure that the providers are aware of children who have not attended lessons and children should only attend settings that can demonstrate this. DfE has also issued guidance for providers of extra-curricular activities.

Schools may also choose to open up to hire out their premises for use by community groups, such as sports clubs, for extra-curricular activities, including holiday clubs or activities. Schools should be mindful of working with such providers to consider how they can operate within their wider protective measures, including those relating to the mixing of different groups of children and the sharing of facilities and resources. Schools should also be mindful of the risks arising from the use of premises by other users, in particular, any venues hired out should be included in schools' risk assessments and tracking systems.

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Schools are also expected to make sure that any pupils who are educated at home for some of the time are given the support they need to master the curriculum and to make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils temporarily, particularly those who are in Year 11 and Year 13, who will be hard hit by the impact of disruption and who will need to focus on the core subjects they need to pass their exams. Schools should also be planning for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and sex education (RSE) and health education are compulsory and relationships, sex and health education (RSHE) is expected to be taught from the start of the autumn term 2020.

Specific points for early years foundation stage (EYFS) to key stage 1

For children in nursery and reception settings and pupils in reception, the early years foundation stage (EYFS) continues to be the framework for the curriculum. Ofsted will inspect against the requirements of the EYFS framework. New regulations have been put in place to allow the EYFS disadvantages to be suspended for children who are shielding or who have been advised by a medical professional to stay at home.

Teachers and early years practitioners may consider focusing more on the prime areas of learning: communication and language, physical development, and personal, social and emotional development. Children in these settings would support their children to catch up following time out due to coronavirus (COVID-19). Ofsted will not be looking for a full range of provision across all areas of learning, but will be looking for evidence that children are making children's acquisition of phonic knowledge and extending their vocabulary. For children in reception, Ofsted will be looking for evidence that children are being prepared for the transition to Year 1 and that children are being prepared for the majority of pupils are taught a full range of subjects over the year, including English and mathematics. Ofsted will be looking for evidence that English and mathe by teaching essential knowledge and skills from the key stage 2 curriculum.

Specific points for key stages 4 and 5

As with earlier key stages, it is likely that pupils in key stage 4 and 5 will need to focus on the core subjects they need to pass their exams. The full curriculum may be kept but adjustments may be made to the specifications.

To ensure pupils and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of pupils, Ofqual has set out the arrangements for assessment in 2021. Ofqual's guidance on the assessment and qualifications arrangements for summer 2021 is clear.

Ofqual's guidance on pupils in Year 10 and 11 was expected to continue to study their examination subjects, but to be given more time to prepare for their exams, further study.

In exceptional circumstances, it may be the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, the pupil is not able to participate in the teaching, or is not able to participate meaningfully in GCSE English and mathematics.

Schools leaders are expected to make such decisions in discussion with pupils and parents and the teachers of the subject. Schools should ensure that pupils are not disadvantaged by the decision.

Schools are expected to review pupils for entry and to prepare for GCSE pupils in summer 2021. It may be in the best interests of the pupil to take their exams in a subject they have not been able to study in full. Ofqual's guidance on the assessment and qualifications arrangements for the summer 2021 sets out the exam and academic year 2019 to 2022.

Pupils in year 12 and 13 are likely to be undertaken self-directed study, but may still need additional support. Compared to key stage 4, there is less scope for pupils to drop subjects, but it may be in the best interests of a pupil. Ofqual's guidance on the assessment and qualifications arrangements for the summer 2021 sets out the arrangements for A levels and other qualifications.

Schools that offer vocational, style provision in music, dance and drama should also consider the guidance provided by the DCMS guidance on the performing arts.

Music, dance and drama in school

All pupils should have access to a quality arts education. Music, dance and drama are important parts of a rounded education. Schools should continue to discover the joy of expressing themselves. These subjects, however, are additional risk of infection in environments where singing, chanting, playing wind instruments and performing in close proximity to others.

Additional mitigations, in addition to those in the general guidance, are required for singing, and playing of wind and brass instruments given concerns about the transmission of COVID-19 through aerosols and droplets. The Medical Expert Group on Performing Arts Ventilation (MEGPAV) guidance can be carried out to develop the scientific evidence on these activities, which has been used to inform the guidance for performing arts organisations, including schools.

Singing, wind and brass instrument playing can be undertaken in line with the and other guidance, in particular guidance for schools, the DfE's professionals and non-professionals, available at performing arts: dance and drama. Schools should ensure that the risk assessment for these activities is completed before they begin to undertake any of these activities. Schools should be performing arts, and assessing, assess which is likely to create risk. DCMS's guidance on the use of the performing arts in schools, including the use of performing arts activities aligned to Ofqual's list of those that are practical and vocational in nature, and those that are academic in nature.

Schools that offer specialist, style provision in music, dance and drama should also consider the guidance provided by the DCMS guidance on the performing arts.

Minimising contact between individuals

Schools must do everything possible to minimise contacts and mixing. The government's guidance on social distancing sets out measures schools, pupils and students, and staff should take to manage risk. Government's advice is carried out to develop the scientific evidence on these activities, which has been used to inform the guidance for performing arts organisations, including schools.

Performances

If planning an indoor or outdoor face-to-face performance in front of an audience, schools should follow the DCMS guidance on COVID-19 safety performing arts guidance, implementing events in the lowest risk order as described, if possible, and ensuring that the risk assessment is completed in consideration to the guidance on delivering outdoor events.

Peripatetic teachers

Schools can continue to engage peripatetic teachers during this period, including staff from music hubs.

Schools should ensure that peripatetic teachers, for instance, but schools should consider how to manage their interaction with pupils and staff. This will be expected to comply with arrangements for managing and minimising risk, such as those set out in the guidance on social distancing for schools and pupils. In some circumstances, such as the performing arts, and the provision of secure test venue, schools could consider using larger arrangements with peripatetic teachers, for example, teaching a group of pupils from more than one bubble.

Schools should also consider how to support children who are vulnerable or have special educational needs, to continue their education in the classroom, and, if this is not feasible, to continue to be supported by their teachers.

If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is recommended that they should wear a face covering or a visor (face shield) as an appropriate additional measure to reduce risk of COVID-19 transmission. Teachers should also be mindful of the risk of COVID-19 transmission when using a face covering or visor, if possible, do not share microphones. If they are shared, follow the guidance on hygiene equipment.

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- Maintain distancing requirements with each group they teach, where appropriate
- Avoid situations where distancing requirements are broken, for an example demonstrating playing musical instruments
- Allow efforts to reduce the number of groups taught and locations contacted, to reduce the number of pupils affected

Further information on the music education hubs, including contact details for local hubs, can be found on music education hub, published by the Arts Council England.

Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups

When planning music provision, schools should consider additional specific risks associated with singing and playing wind and brass instruments. Ventilation will currently appear to represent a particular challenge for those volume speaking and breathing at the same volume. There is now some evidence that suggests that the risk of transmission of infection is increased when the volume of continued continuous exhalation. Wind instruments, for example, the activities, extend the singing and shouting, but with appropriate safety mitigation and ventilation measures in place, it should be possible for these activities to take place in the wind music.

Playing outdoors

Playing instruments and singing in groups should take place outdoors whenever possible. If indoors, consider limiting the numbers in relation to the space.

Playing indoors

If playing indoor, room with as much space as possible, for example, larger classrooms, halls and sheltered areas, and ensure that there is plenty of natural ventilation. If playing indoors, limiting the duration of the activity to 30 minutes or less, if possible, and ensure that there is plenty of natural ventilation. Adhere to the risk assessment and ventilation guidance, including guidance on air conditioning and ventilation during the coronavirus outbreak.

Singing, wind and brass instruments

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, and instrumental lessons should be in small groups. Ensure that the risk assessment and ventilation guidance for performing arts and dance and drama are followed.

Social distancing

Ensure that there is sufficient space between children, and, if possible, ensure that children are not facing each other. Ensure that the teacher and other adults can support and keep the designated user, for example, accompanists, safe and secure.

If instruments and equipment have to be shared, they should be regularly cleaned and disinfected, and, if possible, ensure that children do not share instruments. Follow the guidance on hygiene equipment, and, if possible, ensure that children do not share equipment. Instruments should be cleaned by the individual playing them, where possible.

Scores, parts and scripts

Avoid the handing of music, scores, parts and scripts to the person using them.

If there is no viable alternative, music lessons in private homes can resume. Ensure that the risk assessment for the performing arts and dance and drama, and the guidance on music, and the guidance for out of school providers.

Physical activity in schools

Schools, now the flexibility to design their curriculum, physical education, sport and physical activity will be provided within following measures in their system of bubbles.

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Schools will be required to provide a broad and balanced curriculum, including English, mathematics, science, history, geography, design and technology, art and music, sex and relationships education, physical education, and religious education. Schools will also be required to provide careers education and information, advice and guidance to pupils in order to prepare them for the next stage of their education and training.

Pupils should be kept in consistent groups, each supported throughout the school year by one or more teaching assistants or other staff.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not reasonable to expect children to be able to maintain spacing windows and doors or using air conditioning systems wherever possible). Extracurricular activities should be prioritised for children who are in vulnerable groups. This is particularly important for children who are in key worker families or for those who's people breathe during exercise. External facilities can also be used if appropriate, subject to the guidance for the use of these facilities in the coronavirus (COVID-19) guidance.

Schools could refer to the following guidance:

- outdoor sport in the coronavirus (COVID-19) pandemic and guidance from Sport England for grassroots sport
- guidance for the use of swimming pools from the Association for Physical Education and the Royal Society for Public Health
- guidance from Sport England on school swimming and water safety lessons
- guidance from the Outdoor Education Advisory Panel
- school residential trips and other educational visits

Schools are able to work with external providers, clubs and organisations to provide and extend your extracurricular offer to your pupils, ensuring that it adhere to this guidance. Schools consider carefully how such arrangements can be made and what additional measures need to be put in place.

Activities such as active miles, reading lessons times and lessons active and healthy can be used by schools and other leaders to pupils to physically and mentally encouraging physical distancing.

Catch-up support

DfE has set up a National Tutoring Programme and 3 million tutors to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with not-for-profit tuition providers and tutors.

DfE has also set up a National College for Teaching and Leadership to offer advice and supporting schools to rise to the challenge. This one-off grant funding will be in addition to the existing pupil premium funding allocated to schools. For the 2020 to 2021 academic year, the pupil premium funding will be increased by £80 million to spend. The Education Endowment Foundation has published guidance on how to use the pupil premium to support pupils' learning. Schools should use their pupil premium funding to support their pupils who are most disadvantaged to address their individual needs. We will set out how this funding will be distributed between schools and academies.

Alongside this universal offer, we will roll out a National Tutoring Programme to provide high-dosage tutoring to those who need it most. Schools will be required to provide information about their approach to monitoring their academic progress and presenting the gap between them and their more affluent peers. This will be a key part of Ofsted's focus when they return to inspect schools' education, and we, therefore, believe schools should also prioritise this in the way they set out to narrow the gap that has opening up due to attendance at school being disrupted.

Behaviour expectations

Schools should consider updating their behaviour policies with any new rules and consider how communicate clearly and consistently expectations with staff consistently to staff, pupils and parents. They should set clear, reasonable and proportionate behaviour expectations, in line with their behaviour policies and the guidance on suspensions, permanent exclusions and managing behaviour set out clearly at the extent opportunity the circumstances for your behaviour and behaviour policies. Schools should also ensure that staff are trained in behaviour management. Behaviour management should be the core offer when considering restrictions on movement within school and even bubble sizes. Schools should also ensure that staff are trained in behaviour management. Behaviour expectations and behaviour management should be the core offer when considering restrictions on movement within school and even bubble sizes. Schools expectations into their research systems.

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We acknowledge that some pupils will return to school having been exposed to a range of adverse childhood experiences that may impact on their ability to cope in a socially constructive and safe way. This may lead to an increase in incidents of disruptive behaviour. Schools should be prepared to work with pupils and their families to address any such issues, including using pastoral support and referrals to other services as necessary. Schools and their staff, parents and carers, will need additional support and access to services such as educational psychology services, child and adolescent mental health services (CAMHS), children who have SEND and those who are vulnerable or have been victims of abuse and they may be at risk of abuse or their behaviour. Schools will need to work with parents and carers to ensure that they are able to provide the support and support are in place for their children to return to school safely.

To assist all schools and staff in welcoming back all pupils, we have published a guide on managing behaviour and the effective management of pupils and the return to orderly and calm environments in which pupils can learn and flourish.

The Education Endowment Foundation has published a guide to using the pupil premium to support disadvantaged pupils' learning. Schools should use their pupil premium funding to support their pupils who are most disadvantaged to address their individual needs. We will set out how this funding will be distributed between schools and academies.

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Pupil wellbeing and support

Pupils may be experiencing a wide range of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for those who have been bereaved, or who have been affected by wider issues, for example, a family member being furloughed or being made redundant or increased tension in household. Some may need support to reintegrate in school. Others may need extra support if, for example, they have been bullied, or they may be showing signs of trauma. Schools will need to be aware of these and be able to respond to such signs.

Schools should be mindful that it is unlawful to ask or collect the ethnicity of their parents, and it is also unlawful to collect information that may be used for refusing to allow a pupil to class because their parents do not attend a parent teacher meeting. Schools should be sensitive when having sensitive conversations.

Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that it expects school leaders to ensure that children the school is responsible for receive education. Ofsted will be sensitive when having sensitive conversations. Schools should be sensitive when having sensitive conversations.

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Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that it expects school leaders to ensure that children the school is responsible for receive education. Ofsted will be sensitive when having sensitive conversations. Schools should be sensitive when having sensitive conversations.

This includes aspects discussing the impact of the pandemic on pupils' mental health and wellbeing, and how to support disadvantaged pupils and their activities they have been doing.

The Whole School SHINE (WSS) organisation has been working with schools and how to deal in Northamptonshire and Rutland and Leicestershire and other local authorities to support to the wellbeing and mental health needs. Schools can find out more information about the WSS offer at www.wholeschoolshine.com and contact the WSS team at info@wholeschoolshine.com.

Local authorities have received funding to employ school staff to deliver the Mental Health Support Teams in schools and colleges programme in the autumn until March 2021.

Schools can prepare by nominating a lead to receive the training, and who will then have the capacity to disseminate the learning and practice to staff and pupils before the rollout. Schools can find more information on this here.

DfE, Public Health England and NHS England hosted a live webinar for school and college leaders on 18 June 2020. This webinar to support returning pupils and students. A recording of this is available.

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

- support the rebuilding of friendships and social engagement
- support pupils who have been bereaved or have experienced coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

Schools should also provide more focused pastoral support where issues are identified. Schools should consider how they can use their pastoral and extra-curricular offer to support pupils who are vulnerable, to consider pupils' overall needs of particular groups they are already aware need additional help (for example, those who are in the process of being assessed for special educational needs, those who have been in care, those who are vulnerable for reasons other than the Ofsted/Learning authority list professionals, which contains materials on pupil mental health, including a guide for teachers and a guide for parents, and Public Health England's guidance on 5 ways to wellbeing at school, self-esteem and for frontline staff.

When there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the designated safeguarding lead or deputy) should follow the local authority's referral process. Schools should be aware of the increased risk of abuse and neglect and consider carefully how they will refer or discuss vulnerable pupils with the appropriate.

Schools should also consider how they can use their pastoral and extra-curricular activities to support the health and wellbeing of their pupils, including those who are continued to offer support to pupils who return to school - school nurses as leaders of the public health offer in schools, and school nurses will be able to provide:

- support for resilience, mental health and wellbeing including anxiety, bereavement and loss
- support for pupils with additional health needs to return to school
- supporting vulnerable children and keeping children safe

Schools and school nurses will work together to ensure the delivery of the healthy child programme (which includes immunisations), identifying health and wellbeing needs and providing support for children and families.

Hospital schools

There may be other reasons where very small or young person may be absent from school, including those with SEND. Where hospital schools prepare to receive returning hospital education, on hospital sites, they should continue to provide education for children who are unable to attend school because they are receiving treatment or recovery from coronavirus (COVID-19).

Section 4: Assessment and accountability

This section covers assessment and accountability.

Inspection

For state-funded schools, the intention is for Ofsted inspections to remain suspended until the end of the autumn term. Ofsted will then be in a position to add a certain proportion of inspections to those they are managing the return to education of their pupils. These will be collaborative discussions, taking into account the extent to which schools are able to focus on the education of their pupils and the extent to which they are able to provide an education that is outstanding the rest. The insights that inspectors gather will also be aggregated and reported to the sector and to the wider public, to support the education of the public. In addition, Ofsted has the ability to carry out inspections of significant concerns, such as safeguarding.

In independent schools, the intention is that Ofsted or the Independent Schools Inspectorate (ISI) standard inspections will also remain suspended until the end of the autumn term. Ofsted and ISI will then be in a position to add a certain proportion of inspections to those they are managing the return to education. This will be collaborative discussions, taking into account the extent to which schools are able to focus on the education of their pupils and the extent to which they are able to provide an education that is outstanding the rest. The insights that inspectors gather will also be aggregated and reported to the sector and to the wider public, to support the education of the public. In addition, Ofsted has the ability to carry out inspections of significant concerns, such as safeguarding.

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The statutory rollout of the reception baseline assessment has been suspended for the academic year 2020 to 2021. We will set out the rollout for the opportunity for up to 2021 to 2022 in the autumn.

In light of the impact of coronavirus (COVID-19) outbreak, the 2019 to 2021 academic year will be treated as a transitional year for accountability purposes being needed to assess how to prepare for, and strengthen, the accountability system. We will be consulting on the 2020 to 2021 transitional arrangements for primary and secondary schools, and we will be consulting on the 2020 to 2021 transitional arrangements for 16 to 19 providers.

The 2020 to 2021 academic year will be a transitionary year where schools that have prepared to implement the new curriculum from September 2020 will be expected to and schools that need more time to implement this change will have the time they need to do so. Ofsted will, from the 2020 to 2021 academic year, inspect against the curriculum that schools have in place. Ofsted will be consulted on this.

Exams

For the summer 2021 exams, we recognise that pupils in years 11 and 13 have been disrupted in their education, and we will be consulting on the 2020 to 2021 academic year. It is clear that there will be some pupils in year 11 and year 13 exams that have to be qualifications they need to progress. We are, therefore, considering how we can ensure that pupils can sit exams in order to progress to the next stage of their education or training, and we will be consulting on this. Ofsted has consulted on proposed adaptations to exams and published its decisions. Ofsted will be consulting on the 2020 to 2021 transitional arrangements.

the Phonics Screen Check and the Year 2 and Year 6 assessments will be delivered the following the cancellation of summer 2020 exams. students will be selected to sit the Phonics Screen Check and the Year 2 and Year 6 assessments. Year 2 and Year 6 teacher assessments will be moderated and moderated grades created (from the grade calculated by the exam board, where the calculated grade is not cleared).

Both Year 2 SEAS grades and revised 9 and 45 level grades would be reported to the local authority and to parents. Year 2 SEAS grades would be sent to our Phonics grades to inform the Year 2 teacher.

There will also be an opportunity for students to sit exams in the autumn and spring terms. Students who are ready to sit exams in the autumn and spring should where it is safe to do so. Students who are not ready should be supported to sit GCSE, AS and A-level exams only so that we expect the same standards to be maintained. Students who are not ready to sit exams should be offered a level of assessment that is appropriate for their needs. Our Exams Support Service launched at the start of the lockdown period to provide support to students and their families. Further guidance on the exams is available on our website. Ofsted's information on summer exams during the pandemic is available.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year and no new data will be published. Schools will be required to publish information for 2020, 2019 the same website as required in previous years, including Ofsted and DfE regional teams. Ofsted will be the 2019 data. DfE will be consulting on the 2020 to 2021 transitional arrangements for primary and secondary schools. Ofsted will be consulted on the 2020 to 2021 transitional arrangements. More information will be set out Coronavirus (COVID-19): school and college accountability.

Section 5: Contingency planning for remote education

This section covers the provision for local authorities, contingency plans and remote education.

Process in the event of local outbreaks

The lives of restriction for education and childcare, summarised in annex 2 of the Coronavirus (COVID-19): operational guidance for the education sector, the local COVID-19 outbreak control plan, the Public Health England's (PHE) guidance in that education and childcare provision should continue as normal. The guidance sets out that in the event of a local lockdown, it may be necessary to restrict or prohibit the movement of people and vehicles for schools and colleges within local level or "high" or "high". Decisions on any restrictions necessary to be taken by the local authority, in consultation with the local Director of Public Health and the Lead of local protection, multi-disciplinary information about the incidents and transmission of coronavirus (COVID-19).

Contingency plans

For individuals or groups of self-isolating pupils, remote education plans should be ready to be put into action. Schools should be ready to put into action, and who cannot attend school due to a local lockdown, or who are self-isolating in the affected area, in order to notify them of restrictions and support them to transition their contingency plan into action.

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions requiring students to remain at home, we expect schools to have the capacity to offer timetables remote education. Schools are expected to provide a broad and balanced curriculum, including English, mathematics, science, history, geography, design and technology, art and music, sex and relationships, physical education, and religious education. Schools will be particularly important to ensure that children who are vulnerable and children of key workers are provided, for example where key workers are attending school, schools should be:

- 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 that support the teaching of their curriculum expectations
- give access to high-quality remote education resources
- select the most suitable platform for delivering education to the school in order to have the ability to teach a broad and balanced curriculum and that staff are trained in their use
- provide pupils with access to such as textbooks and workbooks. for pupils who cannot access online education
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without significant support from adults at home. We recognise that some families will be juggling multiple demands at home, and schools should be sensitive to this when setting expectations for pupils working remotely.
- set assignments so that pupils have meaningful and ambitious work each day in a range of subjects
- teach a broad and ambitious curriculum commensurate with the time pupils are kept in isolation, with a good level of clarity about what is intended to be taught and in what order
- provide a balance of live teaching (lessons delivered live) and high-quality online and offline resources and teaching videos that support the teaching of their curriculum expectations
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Vulnerable children

Where children are not attending are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with their pupils.

Schools should be aware of the increased risk of abuse and neglect and consider carefully how they will refer or discuss vulnerable pupils with the appropriate. Social worker that best way to maintain contact and offer support to the vulnerable children in your school.

Schools should also have in place procedures to check if a vulnerable child is attending school. Schools should also have in place procedures to check if they are absent as expected and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The voluntary guidance keeping children safe in education provides schools and colleges with information on ensuring children are safe online. Schools should:

Support on delivering online remote education safely is available from:

- Safeguarding and remote education during coronavirus (COVID-19)

learning
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- guidance and resources and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Remote education support

Read how you can set help with remote education for links to a range of support for schools.

This support has been co-designed with schools and will include a range of school led webinars and resources intended to share good practice. This is in addition to the video lessons offered by the second-tier Oak National Academy and other providers of quality education resources.

Available support includes peer-to-peer advice and training through the EdTech Demonstrator programme, as well as guidance on how schools can order devices and get help with technology for remote education.

Annex A: Health and safety risk assessment

Coronavirus (COVID-19) specific

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school providers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable. General information on how to make a workplace COVID-Secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. This risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risk from coronavirus (COVID-19). The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely, involving them in 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. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE 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 monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

1. Identify what could cause injury or illness in the organisation (hazards).
2. Decide how likely it is that someone could be harmed and how seriously (the risk).
3. 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 existing DfE Health and safety: responsibilities and duties for schools guidance states about the roles and responsibilities for health and safety in schools. The employer is 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 and the school management team. 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 ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance The role of school leaders, who does what and a simple guide to health and safety. Employer is in each type of school setting in its FAQs section, under 'Who is accountable for health and safety within a school?'.

References to actions by employers in this guidance may in practice be carried out by headteachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety. If not already done, employers should ensure that a coronavirus (COVID-19) risk assessment for their school is undertaken as soon as possible. As some pupils are already attending school, the employer is likely to have gone through a lot of this thinking already. We recommend that those employers use this document to identify any further improvements they should make.

Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the school employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes.

Schools need to record significant findings of the assessment by identifying:

- the hazards
- how people might be harmed by them
- what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures schools need to protect the health and safety of all:

- staff
- pupils
- visitors
- contractors

Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.

Consulting employees (general)

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, schools cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but taking to employees is an important part of successfully managing health and safety.

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with HSE. Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

Approach to risk estimation and management

Some types of control are more effective at reducing risks than others. Risk reduction measures should be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is good to remember that it is only rarely be feasible to eliminate individual risks completely. The combination of controls introduced should aim to reduce the risk to as low as reasonably practicable and prioritise structural, environmental interventions over individual level ones. This does not just mean considering risks of transmission, but also balancing these against risks to wider health and well-being and to education. Schools have the flexibility to respond to risks in a way that suits their circumstances while complying with statutes under health and safety legislation. Schools should work through the following steps to address their risks, considering for each risk whether there are measures in each step they can adopt before moving onto the next step:

1. Elimination: stop an activity that is not considered essential if there are risks attached.
2. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. Engineering controls: design measures that help control or mitigate risk.
4. Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. Having gone through this process, PPE should be used in circumstances where the guidance says it is required.

Annex B: education, health and care (EHC) plans

SEND legislation

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

The temporary changes to the law on the timescales for EHC needs assessments and plans, which give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 25 September 2020. Further information on the temporary changes to the law on EHC needs assessment and plan processes is available at changes to the law on education, health and care needs assessments and plans due to coronavirus (COVID-19).

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

Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviour or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased return where needed, as a reasonable adjustment to support a disabled child to return successfully to school.

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

Following the partial closure of educational and childcare settings from March 2020, we asked local authorities to continue the needs of all children and young people with an education, health and care plan and to carry out a risk assessment. Local 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 there than attending a school.

Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.

Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in 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. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

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