Department for Education

Guidance for full opening: schools

Updated 30 December 2020

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Main changes since this guidance was last updated
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Main changes since this guidance was last updated

This guidance has been updated to:

- clarify key principles
- add a section on ventilation
- clinically extremely vulnerable people
- clinically extremely vulnerable staff
- wraparound provision and extra-curricular activities
- attendance and absence

Introduction

It contains up to the end date of pupils, in all year groups, remain in school bubbles.

This guidance is intended to support schools, both maintained and independent, including academies and free schools, in primary, secondary (including sixth forms), and 16-18 academies, infant, junior, middle, upper, and all-through schools, including those with a boarding provision, and special schools (including those with a sixth form), and in this document collectively refer to state-funded schools. The guidance also covers expectations for independent schools, including independent special schools, and for local authorities, health and social care, and other providers.

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 schools must take to minimise risks from coronavirus (COVID-19) in line with public health advice, including Public Health England (PHE).

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

- risk assessment
- governance and management
- assessment and accountability
- ensuring pupils receive continued education in the case of a local outbreak

This guidance has been prepared with input from school leaders, unions and professional bodies, and public health bodies, including Public Health England (PHE).

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

Welcoming children back to school

We made the decision to ask schools to operate to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19) and ensuring that as many children and young people could be kept in education from the start of the autumn term. Schools welcomed back kids schools. From June, we supported primary schools to welcome back children in Reception, Year 1 and Year 6 in addition to children of key workers and 'vulnerable' children. From 13 June, we supported secondary schools and 16-19 students to spend some time in school in small groups, with bubbles of 15 students, to support their return in full in September. We made this decision because we judged that the risk to children being out of school was greater than the risk of coronavirus (COVID-19) being transmitted in schools.

Education in schools is vital for children's education and for their wellbeing. They and schools's development for children's education and developing development, particularly for disadvantaged children. This impact can often be seen across a range of indicators, including mental health and wellbeing, and we are proud to work with the sector to ensure pupils could return safely.

Given the growing evidence base, the balance of risk is now overwhelmingly in favour of children being in school. We know that the risk to children's health and wellbeing from being out of school for any one has been exacerbated by the lockdown, and that the longer they are out of school, the more this will be the case.

We continue to keep this guidance under review.

For as long as coronavirus (COVID-19) remains in the community, judgments will need to be made about the risk of transmission of coronavirus (COVID-19) from coronavirus (COVID-19), by maintaining vaccination programmes, and providing a full educational experience for children and young people. There will be a balance between the risk of transmission and the risk to the education and wellbeing of children.

The measures set out in this guidance provide a framework for school operations, including risk assessment, and protective measures for staff and students, which ensure that pupils receive a high quality education that enables them to thrive and progress. Schools are asked to minimise the disruption to pupils' education, and to ensure that, if a pupil has to isolate, they can continue their education as much as possible from the risk of transmission. If schools follow the guidance set out here and maintain control measures, they can minimise the risk of transmission in schools.

Education settings will remain open in local restriction tier 1, 2, 3 and, as stated in the coronavirus (COVID-19): local lockdown guidance.

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) transmission. It also includes the processes that should be followed if anyone develops coronavirus (COVID-19) symptoms, or if a case of coronavirus (COVID-19) is identified with a school in their setting.

The public health advice in this guidance makes up a PHE endorsed 'system of controls' for schools. This system of controls, which is based on a hierarchy and is set out throughout this document, is intended to be implemented in line with a wrecked risk assessment. These measures create a safer environment for children, young people and staff, and a transmission of infection is unlikely to occur.

The system of controls provides a set of principles and protocols follow this minimise risks. All elements of the system of controls are essential. 99 percent of schools have kept open to children of key workers and vulnerable children. All the requirements will be based on their individual circumstances. Where something is essential for public health reasons, as advised by PHE, it will be clear that it is a mandatory requirement in this guidance. Other measures will be left to the school to implement as they think fit.

There cannot be a 'one-size-fits-all' approach where the system of controls is concerned. Schools will need to take into account the nature of their setting, the needs of their students, and their circumstances. For example, some judgments about how to balance delivering a broad and balanced curriculum and ensuring that students are able to learn in a safe environment will be a matter of principle. Some will be a matter of practicality. Where they can maximise the use of contact measures, they will effectively minimise risks.

We expect schools and trusts to take ownership of their local public health, as they normally would when agreeing the best approaches for their students and staff. Local authorities will continue to work closely with schools and trusts to support them in this, and will be in touch with schools shortly to discuss their local public health arrangements. Local authorities will also support schools in their duties to ensure that the education of children who are in school, and those who are not, is as good as it can be.

The rest of the guidance sets out more details on how DfE expects schools to operate this context.

- school operations, including attendance, workforce, estates, catering
- curriculum, behaviour and pastoral support
- assessment and accountability, including plans for inspection
- governance, including governance and management

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

Schools should have facilitated all pupils returning full time, including those in school bubbles from September. This section sets out the public health advice schools must comply with health and safety law, which requires them to minimise risks and protect their students and staff from harm. Schools should thoroughly review their health and safety risk assessments and plans, in light of the coronavirus (COVID-19) risk. This section sets out the actions schools form of the system of controls that PHE recommends that will be familiar from other workplaces and settings.

- a hierarchy of controls, with the most effective controls being the most widely used
- a focus on 'layering' a number of different measures to reduce risk and harm
- a focus on ventilation
- a focus on cleaning
- a focus on hygiene
- home isolation when someone is ill
- testing and tracing
- a flexible approach to support those who are shielding or vulnerable

Schools should have reviewed their risk assessments to ensure they are enough to ensure a safe return to full capacity during the spring terms. Schools should have taken into account the advice on how to manage risks from fire and other hazards related to school buildings that may have been left empty or partially used during the coronavirus (COVID-19) outbreak. Schools should also have taken into account the impact of coronavirus (COVID-19) on their students, including those who may be vulnerable or have special educational needs or disabilities (SEND), and should have taken steps to reduce the risk to the lowest reasonably practicable level.

Schools employers should have written arrangements in place to monitor that the controls are:

- effective
- working as planned
- being maintained, including considering any issues identified and changes in public health advice

Schools should be able to respond at a high level to changes in relation to health and safety risk assessments and managing risk, see section 3.

The system of controls: protective measures

Having assessed their risk, schools must work through the below system of controls, which PHE has recommended. Schools will need to ensure that they implement the identified risk reduction measures that are in place, and allows them to deliver a broad and balanced curriculum to their pupils. Schools should also have regard to the Health and Safety Executive's Education Services and Guidance.

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

Prevention

1 Minimise contact with individuals who are unwell by ensuring that those with coronavirus (COVID-19) symptoms, or who have contacted a person that has tested positive, do not attend school

2 Where this is not possible, the use of face coverings in schools

3 Clean hands thoroughly and 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 standard products such as detergent

6 Minimise contact between individuals and maintain social distancing wherever possible

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

8 Always keeping occupied spaces well ventilated

Numbers 1-6, and number 8 must be in place at all times, all the time.

Number 7 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 incident

10 Engage with the NHS Test and Trace process

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

12 Contain any outbreak in line with 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 with coronavirus (COVID-19) symptoms, or who have contacted a person that has tested positive, do not attend school

Ensuring that pupils, staff and other adults in the school community do not attend if they have coronavirus (COVID-19) symptoms or have tested positive or have been in contact with someone who has tested positive for coronavirus (COVID-19) in the last 14 days is the most important step schools can take to ensure schools and further drive down transmission of coronavirus (COVID-19).

All schools must follow this process and ensure that all members of the school:

If anyone in the school becomes unwell with a new and persistent cough or a high temperature, they should be sent home to isolate and arrange a PCR test (coronavirus test). The rest of the school community should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection, which is currently that they should not leave their homes. Further information is available at Stay at home for the household, family and friends.

Other members of their household (including any siblings) should self isolate for 10 days from the date the symptomatic person first became ill.

If a child is awaiting collection, they should be moved, if possible, to a room or area where they can be safely isolated from others. If this is not possible, regardless of the child, with appropriate PPE and ventilation, the room they were in should be opened for ventilation. If it is not possible to isolate them from others in the school, they should be sent home to isolate.

If they need to go to the bathroom while awaiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before other people use it.

PPE must be worn by staff caring for the child while they await collection if the distance of 2 metres cannot be maintained, or if they are in close contact with a child (within a metre). More information on PPE you can find in Section 1 of this guidance and more information is available at Coronavirus (COVID-19): Infection prevention and control guidance for educational settings.

If a child is awaiting school where symptoms, they should initially self isolate in their bedroom, and their parents/carers should be asked to arrange a school. Most children will benefit from self-isolating in their bedroom/room, but it is important that each case is considered on its own circumstances and isolating in their home.

As a rule of practice, in an emergency, call 999 if someone is seriously ill or injured or in a life-threatening situation. Inform the operator that the person has a high or raised temperature and that you are a school.

Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with someone who has been identified as having a focal scanning, do not need to go home and self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in this case, they should arrange to have a test)
- the symptomatic person subsequently tests positive
- they are requested to by their local NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)

Everyone must wash their hands thoroughly for 20 seconds and using soap and water as soon before other any contact with someone who is ill. This will be the case for the ill person, who should also be given a tissue and asked to cover their mouth and nose when they cough or sneeze.

Once the COVID-19 coronavirus (COVID-19) test has been arranged, the school should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection, which is currently that:

2. Where recommended by PHE, the use of face coverings in schools

The government is not recommending universal use of face coverings in all schools. Schools have discretion to ask students, staff and visitors to wear a face covering when they feel it is appropriate. Schools should ensure that any use of face coverings does not unfairly discriminate against any individuals, such as on grounds of disability or exemption. Schools should be sensitive to such cases and support teachers and other staff who choose to wear face coverings.

In particular, schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas, such as in corridors and common areas, where it may be difficult to maintain social distancing where staff and pupils are moving around the premises, for example, corridors.

In primary schools where pupils from different classes or bubbles always keep outside of classrooms between members of staff or visitors, for example in corridors, PHE does not advise that pupils or staff should wear face coverings while in school. In rare, or special circumstances, a face covering may be worn by a teacher.

Based on current evidence and the measures that schools are already putting in place, such as the use of bubbles and enhanced cleaning, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings should not be worn in lessons or teaching and their use in the classroom should not be encouraged.

Local restriction tiers 2, 3 or 4

When an area moves into enhanced tiers 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by staff and students when in communal areas where they come into contact with people in corridors and communal areas where social distancing cannot be maintained. This does not apply to younger children in primary schools and special schools.

In the event of an area moving into tier 4, in secondary schools, Year 6 should also need to communicate opening and clearly to staff, parents and pupils that they are expected to wear face coverings in communal areas.

Exemptions

Face coverings are exempt from wearing face coverings. This includes those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, for which clear communication is essential

Children who are deaf or have hearing impairments or who are visual impaired and other people who rely on facial expressions and lip reading will also be sensitive to these needs.

Access to face coverings

It is reasonable to assume that staff and young people will have face access to face coverings due to their increasing use in wider society, and Public Health England has made available information on how to make a face covering.

However, where anybody is struggling to access a face covering, or where they are unable to wear one for a short period of time, schools should be sensitive to this and should not place any pupil at risk or disadvantage. We have a small contingency supply available to meet such needs.

No one should be excluded from school because they are unable to wear a face covering.

Safe wearing and removal of face coverings

Schools should have a process for removing face coverings when these are not face covering and are not exempt. Schools should also have a process for ensuring that pupils who are wearing face coverings can do so safely and clearly to pupils and staff.

Pupils should be encouraged to practice cleaning hands before and after touching – including to remove or put them on – and the safe storage of face coverings in between use, for instance in a bag or pocket, and that they become damp, it should be kept in a bag and the coverings should be replaced carefully.

Masks must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a bin. Face coverings should be worn for a period of time, and should be washed in a suitable way they can last when washed, and then worn their hands, ears/elastic before handling their coverings.

Further guidance for schools

- Safe wearing of education, childcare and children's social care providers
- Face coverings in educational settings

3. Clean hands thoroughly more often than usual

Coronavirus (COVID-19) is spread mainly by droplets in the air and surfaces. This can be inhaled or ingested but also can be transferred by hands touching these surfaces and then pupils clean their hands regularly, including when they arrive at school, before and after eating, after using the toilet, and after touching other people and pupils with whom they have been in close contact, and should be encouraged to follow hygiene practices. Hands to be cleaned with:

- a sanitiser that contains at least 60% alcohol
- soap and water (including in school toilets and classrooms)

Schools should ensure that pupils are encouraged to clean their hands thoroughly. Schools should also ensure that hand hygiene facilities are in place and that pupils clean their hands properly. Skin friendly skin cleaning wipes can be used if a sink is not available.

- building clean, welcoming and inclusive hygiene routines, expectations, and helping ensure younger children, and those with complex needs, understand the importance of hygiene

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

The 'catch it, bin it, kill it' approach is a good way to promote hygiene and limit the spread of germs. Pupils may have enough tissues and bins available in the school to supply pupils and staff for their use. Schools should also ensure that pupils are encouraged to use their own tissues. Disposable tissues are helpful to get this right and all pupils understand that this is now part of their hygiene routine. Schools should also ensure that there is a supply of tissues that are accessible. Pupils should be encouraged to clean their hands thoroughly and regularly hygiene.

Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or who need to cough very close to others. Schools should consider how to support these pupils in understanding the cough and the spit working with them and is not meant to deny these pupils face-to-face contact with others.

Your pupils may be impacted by the wider environmental and economic conditions caused by the spread of coronavirus (COVID-19). Further information can be found in the Poverty proofing the school day guidance.

5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products such as detergent

Promoting contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools should ensure that enhanced cleaning arrangements are in place, including cleaning frequently touched surfaces often using standard products such as detergent.

- Ensure frequent cleaning of rooms and shared areas that are used by different groups
- Frequently touched surfaces should be cleaned often and in the usual way, for example, using a detergent. Surfaces which are not touched or touched less frequently should be cleaned as usual. Enhanced cleaning should then over touch blocks could be considered but is not a requirement for most settings.

Public Health England has produced guidance for schools on how to cleaning surfaces, for advice on general cleaning requirement in addition to the cleaning advice on coronavirus (COVID-19) and Control of substances hazardous to health.

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

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Personal protection people to apply a reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (see 'bubbles' below) and by ensuring that, where contacts do happen, these are of sufficient duration. They are also different, and less significant, but the balance between them will change depending on:

- children's ability to distance
- the size of the school
- the ability to keep different groups separate while offering a broad curriculum (personally or virtually)

It is likely that for younger children the emphasis will be on separating groups and for older children it will be on ensuring that, where contacts are unavoidable, they should also be supported to maintain distance and not touch (physical contact).

Specifically, the principles underpinning our approach to social distancing are:

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. Ideally, these groups should be 'bubbles' that do not mix with other bubbles, especially if they are in close proximity. Ideally, children and staff from each other and this provides an additional protective measure. Ideally, these groups should be 'bubbles' that do not mix with other bubbles, especially if they are in close proximity. Ideally, children and staff should not bubble and keep that number as small as possible.

However, the use of small groups raises the issue of the proportionalities of schools and prevents both educational and regulatory challenges, including the provision of a broad curriculum, the ability to provide specialist teaching, the ability to deploy staff, and, in secondary schools, the ability to timetable. This is the case in primary and secondary schools but is particularly difficult in secondary schools.

Implementing consistent groups and bubbles will need to take into account the full range of curriculum subjects, schools may need to change the timetables or subjects that they offer to accommodate this.

In secondary schools, participation in the older age groups is very large of and it is likely that, in the short term, it will be necessary to prioritise the provision of specialist teaching, including practical lessons, for those in GCSE and A-levels, to ensure specialist teaching. If this can be achieved with small groups, they should be kept together as far as possible, and should not mix with other groups. Clearly, in schools may not be able to provide the full range of the curriculum. If that can be achieved, it is recommended, as this will help to minimise the number of contacts and mixing between groups. It is recommended that in year groups that are in GCSE and A-level years (Y10/11 and Y12/13).

Schools should assess their circumstances and if low-cost groups are not possible, they should do what they can to keep the number of contacts and logistics within and around the school to a minimum, and to minimise the time spent in close contact. Whatever the size of the group, they should be kept together as far as possible, and should not mix with other groups. Ideally, accompanied to leave the classroom and should not mix with other pupils. Ideally, to do it should take steps to limit interaction and the sharing of rooms and spaces between groups. In schools in which children are taught in groups by teachers, schools may choose to limit the number of teachers they need to work in more than one group, to minimise cross-infection. However, this is not a requirement, and it is important that teachers who teach more than one group do so in such a way that they do not increase the risk of transmission between groups.

Both the acquisition of new knowledge and practising previously learnt material by children will be important in the months and years following the pandemic. Some schools may keep children in their class groups for the majority of the day, but will need to ensure that there is sufficient space for practical teaching, especially for those in the exam classes. It is possible for one group to potentially and another during the school day. Siblings may also be in different groups. Ensuring that children from different groups do not mix, separate and disinfecting classrooms between groups, and ensuring that children health benefits as it reduces the network of possible direct transmission.

Teachers and other staff may need to move between classes and year groups in order to facilitate the delivery of the school timetable. This will be necessary in secondary schools, but it may also be necessary in primary schools between classes and year groups. Teachers should, where possible, stay in these groups pupils and other staff as much as they can, ideally 2 metres from other people, but this is not a requirement. Teachers should not teach in more than one group in any day, if possible, and should not teach in more than two groups in any day if possible.

b. Physical contact between children

Maintaining a distance between other minds and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is not possible to stop children playing together and touching each other during the school day, and some of the close, and many from colleagues where possible, should not reduce the amount of several times a day, particularly for those in the youngest classes. Schools should be encouraged keeping the number of contacts between children to a minimum, the amount of teaching time, or keeping the length of the day the same but staggering the start and finish times for different groups of children. Schools should be encouraged to limit the number of contacts with other people that children have agreed for drop-off and collection, including that gathering at the school gate. Parents should be encouraged to drop their children off and collect them not allowed.

The Department for Education will be supporting schools on how best to communicate with parents and how best to support pupils and staff in their return and the procedures and expectations in relation to the control measures they are putting in place.

c. Other considerations

Some pupils with SEND (whether with education, health and care plans or not) will need additional or different arrangements to be able to return to school safely. Local authorities, in their role as commissioners, and schools and colleges in their role as providers, should take into account their individual circumstances when making these decisions. Some pupils with SEND may be able to follow the same guidance as their peers. In some cases, it may be necessary to adapt the guidance so it is feasible, and educational support with expertise. The Guidance for special schools and other specialist settings provides further information.

Supply teachers, specialist teachers and other temporary staff can move between schools. It is important that they are able to teach children in small groups as much as possible, and that they do not teach children in different groups or across different schools if this can be avoided. Schools should consider how to manage other visitors to the site, including those who are providing services such as maintenance, catering and cleaning. Schools should also be aware of the risk of contagion from visitors' activities, including their use of shared spaces and staff on site may be working throughout the school and across different year groups. Schools should also be aware of the risk of contagion from visitors' activities and the other visitors they may come into contact with. Schools should work with contractors about the school's control measures and ways of working that will keep their staff and others on site as safe as possible. Schools's suspension of non-essential visitors to the school premises, including outside of school hours, they should. A record should be kept of visitors to the school, including their name, the time they entered and left the school and their

As normal, schools should engage with their local immunisation providers to provide immunisation programmes to children who are eligible and deliverable in keeping with the school's control measures. These programmes are important to ensure that children who are at risk of vaccine-preventable diseases are fully protected.

Where a child routinely attends more than one setting on a part-time basis, the school should be in contact with the other setting to ensure that the pupil's attendance is consistent and that the pupil's health and safety is not compromised through the system of contacts collaborating, enabling them to address any risks to the health and safety of their pupils and staff, including those who are clinically vulnerable.

Equipment and resources are integral to education in schools. During the school day, children will need to share equipment and resources in classrooms and there was significant extra cleaning. Given the increasing knowledge on the risk of transmission of coronavirus (COVID-19) via surfaces, and frequently used equipment, such as computer keyboards and mouses, schools should be encouraged to limit the number of shared resources, such as books and games, can be used and shared within a class or bubble, and should be cleaned at the end of the day or between users if they are used by different groups of children. Resources in schools, such as sports, art and science equipment should be cleaned frequently and carefully, and children should be encouraged to wash their hands after they left unused and out of reach for a sufficient period of time, including at least 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, such as those providing breakfast clubs and after school clubs. Playing into school playtimes, for example, playing games with balls, cards, books, stationery and mobile phones. Bags are allowed. Pupils and staff should be encouraged to bring in only what they need for the school day. Schools should consider how their premises and resources can contribute to pupil education and development. Similar rules on hand hygiene and cleaning of the resources will be important in these settings.

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

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

- where an individual children/ young person becomes ill with coronavirus (COVID-19) and is unable to return home, PPE is required for those in close contact
- where a child or young person already has routine intimate care needs that involve the use of PPE, we will continue to follow the existing guidance for this.

Further guidance on safe practice in education, childcare and children's social care settings is available at https://www.gov.uk/coronavirus-education-and-childcare. Including when, how PPE should be used, what type of PPE to use, and how to source it.

4) Keeping occupied spaces well ventilated

Ensure the school is a safe place to be, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

This can be achieved by a mix of:

- mechanical ventilation systems - these should be adjusted to increase the amount of fresh air circulating in the room, and should not be switched off. Mechanical ventilation systems should be adjusted to full fresh air, or if not, filters systems should be operated on a 'recirculating' mode, with a high-efficiency particulate arrestance (HEPA) number air supply.
- natural ventilation - opening windows (in cooler weather windows should be open a minimum of a 'trickle' and for longer periods of time than in warmer weather) and doors to increase the amount of fresh air circulating. Opening internal doors can also assist with creating a throughflow of ventilation. Ventilation should be maintained during periods when the school is not in use, so they are not too cold when children return.

Further advice on this can be found in Health and Safety Executive guidance and in guidance on managing coronavirus (COVID-19) in schools and other educational settings (DfE and Public Health England).

5. Ensure good hygiene and cleaning

Ensure the school is a safe place to be, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

- hand hygiene
- cleaning surfaces and equipment
- ensuring flexibility to allow pupils to bring in and use their own equipment

Response to any infection

D. Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process, including how they will be informed of any pupils or members of staff who test positive for coronavirus (COVID-19) and the information they will need to be able to share with the NHS.

- Back to SITREP
- If someone with symptoms tests negative for coronavirus (COVID19), then they should stay at home until they can recovered as could from Stress but can safely return to school. If they test positive for coronavirus (COVID19) close contact of a confirmed case, when they will need to self isolate for 10 days from the onset of their symptoms.
- If someone with symptoms tests positive, they should follow the guidance for people with coronavirus (COVID-19) and stay at home for at least 10 days from the onset of their symptoms and then return to school when they have recovered, and should not travel in public transport or visit places where they are likely to mix with other people at this stage.
- Schools must ensure they understand the process of contact tracing and the role of the local health protection team. Contact tracing is a process for finding people who have been in close contact with a confirmed case, when they will need to self isolate for 10 days from the date of their last close contact with the case. Schools will be asked to share information with the local health protection team who will also liaise with public health England. If they will have to share information with the local health protection team and public health England.
- Schools will be asked to share information with the local health protection team and public health England.

Schools should use parents and carers to inform immediately of the results of a test and follow this guidance.

NHS COVID-19 App

The app is available across Apple iOS or over to Download if they choose. For some young people, particularly some with special educational needs, it may be more difficult to download and use the app, and they may need to be part of the app's operation.

This will mean that some students in year 9, and the majority of students in years 12 and above will be able to download and use the app on their own devices. Staff members will also be able to use the app. The guidance for secondary schools and colleges will be updated to reflect the app, and we will be working with the app's developers to ensure that it is easy for schools to use the app, and to set up guidance for its use within schools in England.

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

Schools should take action when they become aware that someone who has been in the school has tested positive for coronavirus (COVID-19). Schools should contact the dedicated advice service introduced by Public Health England to support them with managing cases of COVID-19 amongst their pupils and staff, reached by calling 0300 3930627 and choosing the option for schools called The advice on the action to take in response to a positive case. Schools will be asked to share information with the local health protection team who will also liaise with Public Health England.

The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the infectious person and when they were infectious, and ensure that advice is given to the school. Public Health England further expect advice is required the adviser will escalate the school's case to the PHE local health protection team.

The advice service or PHE local health protection team if escalated will provide advice on which other pupils or staff need to self-isolate. Based on their advice, schools will be able to inform those pupils who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the date of their last close contact with the person who has tested positive.

- direct close contacts - face to face contact with an infected individual for a prolonged period of time, sharing a classroom for several hours, or living in the same household - are instructed to self-isolate;
- potentially contacts - extended close contact (within 2 metres for more than 15 minutes) and indirect contact
- travelling in a small vehicle, like a car, with an infected person

Public Health England will work closely with the school to support staff and provide advice on what other people should do. Schools will be asked to share information with the local health protection team who will also liaise with Public Health England.

- If someone who is self-isolating develops symptoms of COVID-19 they should contact a GP or NHS 111 and stay at home. They should not go to their place of work or school. They should be tested as soon as possible after the onset of the 10-day isolation period. This is because they could still develop symptoms of COVID-19 and be infectious to others.
- If the result is a negative, they should return to their place of work or school, and should isolate for at least 10 days from the onset of their symptoms and return to work or school when they are well and free from any fever or high temperature symptoms. They should be tested at least 10 days from when the symptomatic person first had symptoms, following the same process. Further guidance is available on the Government website: https://www.gov.uk/coronavirus.

Schools should not request evidence of negative test results or other medical evidence before allowing children or staff members back after a period of self-isolation.

In the majority of cases, schools and parents will be in agreement that a child should be kept at home, and should be able to work together well together. In the event that a parent or guardian insists on a child attending school, the school should be supported by the local authority and Public Health England. It is important that the school can take all reasonable steps to protect other children and staff from the risk of coronavirus (COVID-19). Any such decision would need to be taken on a case-by-case basis, in consultation with the local authority and health advice.

The PHE local health protection team will also contact schools directly if they become aware that someone who has been in the school has tested positive for coronavirus (COVID-19) attended the school, as identified by NHS Test and Trace.

Further guidance is available on the Government website: https://www.gov.uk/coronavirus.

11. Contact any outbreaks by following local health protection team advice

If schools have two or more confirmed cases within 10 days, or an overall increase in absence which is suspected to be linked to coronavirus (COVID-19), have an outbreak and should contact their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may advise that it is appropriate for a number of other pupils or staff to isolate as a precautionary measure – for example, if a class or bubble is the only one affected, and contacts within that class, addressing the risk to other bubbles. Local health protection teams will be in contact with schools in their area to provide this advice. Public Health England will be prompt by 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 is confirmed in a school, the local authority may consider closing a bubble, year, or whole school. Public Health England will be in contact with the Education Testing and Trace on the person's cases. Followed by their year group, bubble, or school. Alternatively, in line with outline public health advice, continue to 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 full-time provision. We recognise that for some pupils in alternative provision health and safety risk means this may not be possible, and schools and local authorities will need to plan alternative provision. They should work through the system of control measures, including the hierarchy of control, to ensure that the provision they put in place is as safe as possible. Where it is not possible to be entirely safe, it should be clear why it is not possible and what the residual risk is.

When working through the system of control measures, it is important to minimise social contact and mixing as far as is practicable. At AP, minimising contact and mixing may be more difficult than in a school setting. Pupils may have been placed in AP because of their behaviour, and pupils in AP may be the smaller cohort of many AP settings, and because APs are not typically organised on a year group basis, it may be more challenging to keep pupils in small groups and to keep them separate from other pupils. It is important that AP settings do what they can to minimise contact and mixing.

Section 2: School operations

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

Transport

Transport is likely to be significantly reduced available transport capacity. The Department for Education is working with transport providers to ensure safety. Further guidance is set out in the Framework to schools and other users of education, 2020 to 2021 school year.

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

- by dedicated school transport, we mean services that are used only to transport pupils to and from school, and may include minibuses and coaches. We have also included some taxi services (contracted taxi services where they carry school pupils only).
- by wider 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 their journeys, and therefore, the risk of transmission of coronavirus (COVID-19) is reduced. Therefore, these services are being prioritised to be kept in place.

Local authorities are not required to uniformly apply the social distancing guidance for pupils travelling to school on dedicated school transport services. Instead, they should take a risk assessment approach and do what is reasonably possible. This will help to both minimise disease transmission risks and maximise the number of children, young people and students, students and staff, participating in education. Local authorities should work with operators back into the community each day.

The risk assessment approach should align wherever possible with the principles underpinning the system of controls set out in this document and should take into account the fact that, for many, this will be the closest relevant in a possible, that:

- social distancing should be maximised within services
- children will sit with their bubble or social bubble/ household, or with the same children group of children each day
- ventilation should be increased where possible, for instance leaving windows and doors open on a regular basis
- additional cleaning of vehicles is put in place
- hand hygiene is encouraged on arrival and departure

Schools should support local authorities in promoting the use of face coverings on school transport services. Pupils should be encouraged to wear face coverings when travelling on dedicated transport services, and should be encouraged to wear face coverings when they are in close proximity to other people on other modes of transport.

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compliance where appropriate.

A face covering is a covering of your face which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers in clinical settings and when undertaking certain tasks.

Further information on face coverings is available on GOV.UK and in the latest version of our education, childcare, 2020 to 2021 guidance, year guidance.

Dedicated school and college transport services should encourage pupils to wear coverings respectively aiming at the same points each day, where reasonably practicable. Pupils should be encouraged to wear coverings in communal areas where they come into close contact with other people they do not usually meet, to reflect the range of measures that are recommended in the different circumstances.

We will require a partnership approach between parents, pupils, schools, colleges, schools, colleges and colleges, in particular, it is imperative that parents do not send their children to school if they are showing any symptoms. We have to ensure that everyone in our school community is able to feel safe in working with our transport providers to ensure sufficient bus service capacity and frequencies.

Given the pressure on transport services, we will need to work with local authorities so that they can identify where it might be necessary to put in place measures to ease congestion and ensure adequate capacity to deliver home-school transport services. The government has announced additional funding for local transport authorities for this purpose, available at: Home to school travel for schools.

Wider pupil transport

In many areas, pupils normally make extensive use of the wider public transport system, particularly during the morning and evening rush periods, to continue to be commodious. Use by pupils, particularly in peak times, will inevitably be subject to some restrictions.

Schools have a critical role to play in supporting collaboration between all parties to ensure that, as far as reasonable practicable, the travel arrangements are managed safely and effectively. Guidance is set out in school travel: operational guidance and other sources of information, 2020 to 2021 academic year guidance.

Schools should work with their local authorities, bus operators and others to ensure enough journeys to take place outside of peak hours. We recognise that this system will be more feasible in some areas than in others.

Schools should encourage parents, staff and pupils to walk or to ride bicycles or other cycles to school, wherever possible, and we will be providing a supplement of £50 million to local authorities to ensure, in partnership with their local authority to promote safe cycling. Additional measures will be required, including in relation to car parking and extended provision. For some families, driving children to school will also be an option.

Encouraging supply transport should refer to the cycle travel guidance for schools.

Pupils travelling from abroad

Many pupils travel from abroad to attend boarding schools. these schools need to plan for their collection and transfer from their point of arrival. Schools should ensure that they follow the guidance for international travel that is set out the Foreign Travel Advice page. Pupils who are required to self-isolate for 10 days from the day they leave a non-exempt country or territory to enter the UK. Where boarding schools are able to do so, they should:

- schools need to have plans in place that to collection and transfer of these pupils to school, which need to be discussed with their parents and carers before they travel. Advice to help schools, pupils and parents is provided in the guidance for travel to the UK from abroad during coronavirus (COVID-19) and travel when travelling to the UK
- provide 1 day to secure their child's attendance especially at school where their child is expected and at school and their home environment, for example, during absence to school because of sickness, is deemed for a necessary religious observance

Attendance

Attendance expectations

It is vital that all children return to attend school to minimise, as far as possible, the educational disruption caused by the coronavirus outbreak, and to minimise, as far as reasonable practicable, any additional disruption.

Missing out on more time in the classroom risks pupils falling further behind. These will higher overall absence rates than in previous years, and for many and secondary school, Schools attendance has therefore been mandatory since the 20th September 2020 for all pupils, in line with the Secretary of State for Education's guidance on attendance.

- parents' duty to secure their child's attendance especially at school where their child is expected and at school and their home environment, for example, during absence to school because of sickness
- schools' responsibilities to record attendance and follow up absence
- the availability to local authorities, including fixed penalty notices in the with local authorities' codes of conduct

Self-isolation and shielding

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

- they have had symptoms or confirmed COVID-19 and therefore
- they live with someone that has symptoms or has tested positive and are, therefore, self-isolating
- they are a clinically extremely vulnerable person (CEV) or shielding

Where evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), in accordance with existing health conditions. The fewer children should remain in the clinically extremely vulnerable group. Pupils who are shielding will be supported to participate as far as possible in school.

The advice for pupils in clinical restriction lists 1 to 3 who remain in the clinically extremely vulnerable group, and who are shielding, is that they should continue to shield in line with the advice they have been given. Pupils who are under questions or NHS Lists (such as recent transport or any hospitalisation) should continue to follow the advice they have been given by their GP or clinical team to protect their shielding.

Shielding advice is currently in place in tier 4 areas, and as all children still deemed clinically extremely vulnerable to coronavirus (COVID-19).

Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should attend school as usual.

Pupils who are self-isolating, or who are shielding because they are complying with public health advice are expected to be able to participate in school and offer them access to remote education. Schools should keep in record of pupils who are self-isolating, or who are shielding, and the reason they are medically recorded in the School Register.

For pupils who are self-isolating, or shielding and are within our definition of vulnerable, it is important that they are able to participate in school in line with public health advice related to coronavirus (COVID-19), the absence will not be recorded.

Pupils and families who are anxious about attending school

As other pupils return to school, schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant to send their children back to school, or who may be anxious about it. We address this. They may include pupils who have been shielding or who previously had been advised that this is no longer formally advised, or who live with someone who is clinically extremely vulnerable, or who have experienced bereavement or who have been hospitalised because from coronavirus (COVID-19), including those from black, Asian and minority ethnic (BAME) backgrounds, or who have been disproportionately affected and disabled.

If parents of pupils with provision risk factors are concerned, we recommend schools discuss their individual circumstances and ensure of the measures they are putting in place to reduce the risk to school. Schools should be sensitive to the concerns of parents, and should be ready to offer them where a relative measure applied to the school community, or where a parent is leave of absence, is unable to attend because of sickness, is deemed for a necessary religious observance.

Action for all schools and local authorities

There is separate guidance on recording attendance of pupils and students attending attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.

We are asking schools to work with families to secure regular school attendance for their children, and to follow up with those who do not attend, in order to support their education and their wellbeing and other development.

We are asking schools and local authorities to:

- Continue to communicate clearly and consistently the expectations around school attendance and the offer of provision and support to work with the family where appropriate
- identify pupils who are vulnerable or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. This will include pupils who have been shielding, pupils who live with people who are clinically extremely vulnerable and pupils who live in the pandemic or who have not engaged with the school regularly during the pandemic
- Use the additional catch-up funding, as well as existing pastoral and other resources, to support pupils who are anxious about attendance. Catch-up funding is to provide additional support to schools with additional support to ease pupils' regular attendance
- Work closely with other services and agencies to support pupils who are anxious about attendance, including continuing to notify the child's social worker, if they have one, of unexplained absence

Advice for schools and local authorities to support them to improve school attendance is available.

School workforce

We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The aim of this guidance is to ensure that schools are able to take the steps required to minimise the risk of transmission of coronavirus (COVID-19) in their setting.

Where schools implement the system of controls outlined in this document in line with their risk assessment, we expect that they will be able to confirm that these measures create an internally safe environment for children and staff who do not live or work in the same household. Schools will need to work out a process between the local health protection team (HPT) and the coronavirus (COVID-19) outbreak control team when consented to other workplaces and other venues.

Most school based cases will be identified through the school's testing and may expect most staff to return to work in settings. Some risks, such as those associated with travel to work, will be shared by many people in society, and schools should consider the risks in their assessment.

All staff should follow the measures set out in the system of controls section of this guidance to minimise the risk of transmission. This will be continuing to observe good hand and respiratory hygiene and maintaining cleaning regimes, and to ensure that they follow the rules on self-isolation in school.

School leaders should explain to staff the measures the school has put in place and why they are important in reducing the risk of transmission. This guidance will provide the reassurance that staff need to return to work.

If staff are concerned, including those who may be clinically extremely vulnerable, or who live with someone who is clinically extremely vulnerable, they should contact their employer in the first instance. Most staff will be able to return to work safely, if the measures in this guidance are followed, and the school is closer to their home.

Staff should talk to their employers about how they will be supported, including to work from home where possible. Staff who are considered to be clinically extremely vulnerable shall on their usual terms.

All other staff in schools who are not in a position to work from home should be able to return to work, if the measures in this guidance are followed to minimise risk of transmission. Staff who are clinically extremely vulnerable.

All staff can continue to attend school in tier 4 restriction tiers 1, 2 and 3.

Under local restriction tier 3, staff and employers may wish to discuss arrangements for staff who live in areas subject to local restrictions or in a designated Joint Area to reduce travel during rush hour.

Further guidance for the clinically extremely vulnerable is available.

Staff who are clinically extremely vulnerable

Clinically extremely vulnerable staff can continue to attend school. While in school, they should be able to follow the guidance in this document to minimise the risks of transmission.

Some people will be concerned about the risks they may be at compared to increased risk from coronavirus (COVID-19), as set out in the COVID-19: guidance for people whose GP has advised they are at increased risk. Sections including age and sex, people from black, Asian and minority ethnic backgrounds, people in occupations and care home residence. These staff can attend school, if they are able to follow the guidance in this document. Staff will need to discuss the appropriate arrangements with their employer and their doctor to understand and transition these findings for individuals in the future.

People who are with those who may be medically increased risk from coronavirus (COVID-19) can attend the workplace.

Employer health and safety and equalities duties

Schools have a general duty of care to their employees, and also, including disabled, black, Asian and should continue to ensure health and safety risks to their employees. Schools should be aware of the duties under the Equality Act 2010 and the Public Sector Equality Duty and should take schools to meet their legal duties to protect employees and others from harm.

The Health and Safety Executive published guidance on Scot and during coronavirus (COVID-19) which sets out the general health and safety guidance for workplaces. It also sets out the specific requirements for employers properly should be the first concern. Where it is necessary for first aid and medical treatment to be administered, it should be administered by those who are physically able and trained to do so, including those who are not attendants including washing hands.

Schools should also be aware of their equalities duties. Guidance is available in Equality and DfE advice for schools.

Supporting staff

Extending schools and local leaders should have regard to staff including the headteacher's and the teachers and wellbeing. Schools should ensure that they take into account the impact of the coronavirus outbreak on staff, plans and treatise and staff in schools.

As employers have a duty of care to their employees, and this extends to their mental health. Schools should have regard to staff wellbeing and wellbeing and that will particularly be important in the coronavirus outbreak. Schools should be aware of the support available to staff and staff wellbeing. Information about the wellbeing mental health support for public and teachers and Wellbeing for Education Recovery.

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

Staff deployment

Schools may need to alter the way in which they deploy their staff, and use their staff in different ways. Schools may need to consider carefully how they deploy to staff roles with minimum.

It is important that planning leads in the need to avoid increases in workload and unnecessary bureaucracy. Schools should be mindful of the review of existing practices in this respect and schools may want to draw on DfE's workload reduction toolkit.

DfE has also published a range of measures, including, new guidance to reduce the time teachers spend on lesson planning, guidance on reducing video studies on managing wellbeing.

It having surveyed all the immediate options available, schools still have difficulties in staffing their capacity, representatives should talk to their local authority or trust.

Deploying support staff and accommodating visiting specialists

Schools should ensure that appropriate support is made available for pupils with SEND, including those who are receiving education, health and care plans, specialist staff from health and social care and other specialists who work in different classes or year groups.

Where support staff cover a variety of roles, schools may consider using this support catch-up programme or targeted interventions. Teaching assistants and other support staff can be deployed to support pupils who are learning remotely, for example, by supervising pupils in school, or by providing pastoral support. Open Reach (Ofsted) Registered Childminders (OR) for maintained schools and academies, and Ofsted Registered Early Years Providers (EYP) are provided under the funding arrangements. Ofsted Registered Childminders should not be at the expense of supporting pupils with SEND. Headteachers should consider how OR and EYP can be deployed to support the school and be prepared to carry out the work. Schools should be prepared to work with other schools and local authorities to share staff and resources, ensuring that safe ratios are met and specific training undertaken, for any staff who are deployed to work in other settings, including those who are working in specific roles and tasks.

The Education Employment Foundation (EEF) has published guidance on deploying teaching assistants to support pupils' learning during the coronavirus pandemic.

Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supporting schools to deploy trainee teachers in ways that are safe and consistent with current guidance. Schools may want to draw on trainee teachers to cover. Schools in the early retail regions (Bradford, Doncaster, Greater Manchester, Hartlepool, Knowsley, Leicester, Luton, Middlesbrough, Oldham, Leicester offered to Luton, LSTM and Middlesbrough, Oldham and MSTC) will be offered a longer version of the structured support package.

Supply teachers and other temporary staff

Schools can continue to engage supply teachers and other supply staff in the usual way. Supply teachers and other supply staff will need to be given a Coronavirus (COVID-19) risk assessment to ensure they are aware of what they need prioritised after arriving.

When recruiting, schools must continue to adhere to the legal requirements set out in the statutory guidance on safeguarding children in education and guidance keeping children safe in education.

Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supporting schools to deploy trainee teachers in ways that are safe and consistent with current guidance. Schools may want to draw on trainee teachers to cover. Schools in the early retail regions (Bradford, Doncaster, Greater Manchester, Hartlepool, Knowsley, Leicester, Luton, Middlesbrough, Oldham, Leicester offered to Luton, LSTM and Middlesbrough, Oldham and MSTC) will be offered a longer version of the structured support package.

Supply teachers and other temporary staff in schools

Schools can continue to engage supply teachers and other supply staff in the usual way. Supply teachers and other supply staff will need to be given a Coronavirus (COVID-19) risk assessment to ensure they are aware of what they need prioritised after arriving.

When recruiting, schools must continue to adhere to the legal requirements set out in the statutory guidance on safeguarding children in education and guidance keeping children safe in education.

Supply staff and other temporary workers can move between schools, but should operate with a stable group of teachers and other staff who are allocated to the school where possible. Where it is necessary to use supply staff and a temporary worker, schools should ensure that the supply teachers or individuals will be expected to follow the school's arrangements for managing and minimising risk, including taking particular care to maintain social distancing and hygiene. Schools should also ensure that they are aware of attending the coronavirus (COVID-19) risk assessment, ensuring safe ratios and to use large arrangements with supply teachers and agree a minimum number of days or hours in advance. Schools should also ensure that they also agree to other temporary staff working on a supply basis, prefabricated classrooms such as supply teachers, and agree an engagement in advance of the school.

Expectation and deployment of ITT trainees

Initial teacher training (ITT) providers will be ensuring ITT trainees. Devised by teacher training in high risk areas and in schools with a high number of pupils who have prioritised other activity, there is a risk that insufficient training opportunities will be available. Schools should be prepared to work with ITT providers to supporting trainees. Schools should be prepared to work with ITT providers to trainees, and discuss with relevant ITT providers how this can be done. Schools should be prepared to work with ITT providers to supporting trainees. Trainees on placement will need to take into account the skills and capacity of the trainees in question.

Trainees should:

- take responsibility, with the usual mentor oversight, for small groups of pupils, for a period of time, in line with the Teaching Schools Council and online education framework, supporting the development of a developing cohort of trainees
- take responsibility for professional activity, for instance teaching pupils, and for a period of time, in line with the Teaching Schools Council and online challenges such as vulnerability, mental health problems or safeguarding concerns
- develop an engaged relationship with pupils, including a sense of shared resilience, commitment and team working
- be able to use their initiative, be resourceful and to assess lessons with their mentors or other colleagues, including, where appropriate, where these are possible, benefit trainers, mentors and teaching staff, supporting pupils who are vulnerable, including those with emotional, social and educational needs

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

Performance management and appraisal

Performance levels must continue to adhere to the Schools Teachers' Pay and Conditions Document and the Teachers' Standards. Performance management for teachers is linked to pupil performance management. We would expect schools to use their discretion and take into account the impact of the coronavirus outbreak on teachers' performance and pupil performance.

Performance management and appraisal should be proportionate and

ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, 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 employee's contract of employment. DfE does not specify 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 10 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.

As would usually be the case, staff will need to be available to work in school during term time. We recommend that school leaders discuss leave arrangements with staff to inform workforce planning.

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

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

Other support

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.

Safeguarding

Schools should consider revising their child protection policy (led by their designated safeguarding lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education.

Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. Agencies and services should be working together to actively look for signs of harm. Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.

This is important for safeguarding and supporting wellbeing, as school nurses have continued virtual support to pupils who have not been in school.

Catering

We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including for those eligible for benefits-related free school meals or universal infant free school meals.

School kitchens must comply with the guidance for food businesses on coronavirus (COVID-19).

Estates

Schools should look to maximise the use of their site and any associated available space, such as rooms in an associated place of worship for schools with a religious character, if feasible. We do not, however, consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres and village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.

It is important that, for the spring term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak.

Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. See also Keeping occupied spaces well ventilated in the System of Controls section.

Educational visits

Overseas educational visits

We continue to advise against overseas educational visits. This advice remains under review.

Domestic (UK) overnight educational visits

We continue to advise against domestic (UK) overnight educational visits.

The department recognises the enormous benefits overnight residential educational visits can provide for children.

In February 2021, we will review the possibility of changing our advice for overnight residential education visits to resume from Easter 2021 on the proviso the scientific evidence supports any such change.

This advice will therefore be reviewed and updated again in February 2021.

Non-overnight domestic educational visits

During the autumn term schools have been able to take pupils on non-overnight domestic educational visits. This should include visits for pupils with SEND connected with their preparation for adulthood (for example, workplace visits or travel training). Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum.

As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they are planned and carried out safely and in line with relevant local restriction tier guidance, such as keeping children within their consistent group and any coronavirus (COVID-19) secure measures on transport and at the destination.

Schools should consult the health and safety guidance on educational visits when considering visits and make sure that the appropriate insurance arrangements are in place.

The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel 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 have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

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

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

Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.

Wraparound provision and extra-curricular activity

Schools should be working to resume all their breakfast and after-school provision in all local restriction tiers. Resuming this provision is important to ensure parents and carers can continue to or return to work, as well as to provide enriching activities for children that improve their wellbeing or support their education. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.

Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.

We recognise that schools may need to respond flexibly and build their wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.

Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents and carers, which schools may want to circulate.

Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.

Schools should also read the local restriction tiers guidance to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers.

Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream, and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our advice on curriculum planning are as follows.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils are now compulsory. Schools are expected to start teaching by at least the start of the summer term 2021.

Specific points for early years foundation stage (EYFS) to key stage 3

For children in nursery and childminder settings and pupils in reception, the EYFS education and development requirements now apply as the original disapplications have been lifted (these were lifted on 25 September 2020). New regulations have been put in place to allow the EYFS disapplications to re-apply in the event of further coronavirus (COVID-19) related restrictions imposed by government, for example local restrictions.

Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19). For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.

For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport, citizenship, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths 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 extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.

To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of students, Ofqual has consulted on proposed adaptations to exams. Their decisions are available at proposed changes to the assessment of GCSEs, AS and A levels in 2021.

The majority of pupils in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.

In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics.

School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.

Schools are expected to review any plans for early entry among year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.

Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.

Music, dance and drama in school

All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.

Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective Department for Education guidance for these sectors.

Minimising contact between individuals

Schools must do everything possible to minimise contacts and mixing. The overarching objective should be to reduce the number of contacts between pupils and students, and staff, including for rehearsal and performance. As set out in the system of controls: protective measures section, this can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If 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.

Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.

Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.

Performances

Schools in local restriction tier 3 and 4 areas should not host performances with an audience. Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.

Peripatetic teachers

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

Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, schools could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.

If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:

1. Maintain distancing requirements with each group they teach, where appropriate.
2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

Further information on the music education hubs, including contact details for local hubs, can be found at 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 safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.

Playing outdoors

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

Playing indoors

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.

Singing, wind and brass playing

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.

Social distancing

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.

Seating positions

Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Microphones

Use microphones where possible or encourage singing quietly.

By considering and adapting these cumulative risk mitigation measures, the exercise can still be relaxed.

Handling equipment and instruments

Measures to take when handling equipment, including instruments, includes the following.

Handwashing

Requiring increased handwashing before and after handling equipment, particularly if being used by more than one person.

Avoiding sharing instruments

Where possible, instruments should be allocated. Place name labels on equipment to keep identity for designated use. Instruments can be shared between teachers and adults.

Instruments should as far as possible be kept shared, distinct regularly (including any packing cases, handles, straps, chairs, microphones and microphone stands) and be cleaned between users. Instruments requiring cleaning and handling equipment available at Annexes, Instrument certain facilities and tables.

Instruments should be placed in the pupils playing them, where possible.

Handling scores, parts and scripts

Avoid handling of music scores, parts and scripts to the individual long-term.

Consider limiting the number of suppliers when hiring instruments and equipment, and ensure that the hirer has robust cleaning procedures in place in accordance with the suppliers. Centre hire suppliers to deliver equipment on arrival and before first use. Equipment and instruments should be left untouched for 48 hours before being used by the next hirer. Hire equipment should be cleaned before first use and before returning the instrument.

Pick up and drop off points

Pick up and drop off collection points should be created where possible, rather than passing equipment such as groups, scripts, scores and microphones hand to hand.

Individual lessons and performance in groups.

Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school children. This may mean that some teachers will be teaching in more than one school and need to travel to take particular to a pupil. Other teachers will be teaching from home to teachers.

There is no solo alternative, music lessons in private homes can resume following the same guidelines, and additionally following the government guidance for working in homes, in the context of the coronavirus (COVID-19).

In individual lessons for music, dance and drama, social distancing should be observed between the teacher and pupil(s) during the lesson, where practical to do so.

Specific safety measures for individual music lessons are set out in the following sections.

Social distancing

Measures should include specific social distancing between pupil and teacher (current guidance is that this activity is face to face and without social distancing, if it is deemed safe by the teacher and pupils, and the lesson taking place. Pupil and teacher should be allocated a specific instrument.

Avoid sharing instruments

Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user. for example, percussionist - see class notes on stand.

If instruments and equipment have to be shared, they should be regularly cleaned between users, for example, between pupils. Pupils and teachers should be encouraged to wash their hands before and after lessons, following government guidance on cleaning and washing equipment. Instruments should be cleaned by the individual pupil playing it.

Scores, parts and scripts

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

Where is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working at home, and the guidance for out-of-school provision.

Physical activity in schools

Schools have the flexibility to decide how physical education, sport and physical activity can be organised and delivered, including which venues to use and which coaches to deliver the lessons.

In considering what team sports can be offered, those various national governing bodies for sport have produced sport specific guidance. The government's guidance on sport and physical activity in schools in the government are permitted. Schools must ensure provide team sports on the coronavirus (COVID-19) pandemic, including contact sports.

Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between use, and social distancing maintained where possible.

Schools can hold PE lessons, including those that involve contact, indoors or outdoors. For example practicing specific techniques, within the guidance. Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between use, and social distancing maintained where possible. Schools can also hold competitive sport fixtures, but it is particularly important to a sports setting because of the way in which people travelling to and from the sport. Schools can also hold competitive sport fixtures, but it is particularly important to a sports setting because of the way in which people travelling to and from the sport.

Schools should refer to:

- guidance on competitive sport for sports coaches and governing bodies and organisations and guidance Sport England
- advice from organisations such as the Physical Education Association and the Youth Sport Trust
- the government's guidance on school swimming and water safety lessons available at swimming and water safety
- extra-curricular sports setting

Schools are able to work with external coaches, clubs and organisations to provide sports coaching to their pupils. Ensure they are suitably insured and follow our Safer Schools Unmute contact guidance. Schools can also operate within their wider school sports partnership.

Activities such as active rides, making break times and lessons active and using playgrounds to teach lessons, are a great way to get pupils active and out of and travel to and from, those facilities and schools' own systems of provision.

Schools in tier 4

PE, sport and physical activity provision by schools in Tier 4 pupils within the school premises, including those that involve contact, can be undertaken before or after school, in addition to their regular timetabled provision.

Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between use, and social distancing maintained where possible between different schools. Schools can hold PE lessons, within the local restrictions on groupings in sport.

Schools can hold competitive sport fixtures, including those that involve activities related to team sports, for example, practicing specific techniques, within the guidance. Schools can also hold competitive sport fixtures, but it is particularly important to a sports setting because of the way in which people travelling to and from the sport.

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Catch-up support

We have announced a package worth £1 billion to ensure that schools have the support they need to help their children and young people make up lost ground, with extra support for those who need it most.

£650 million will be spent on ensuring all pupils have the chance to catch up on the education they have missed. This includes a new 'catch-up' fund worth £350 million that will be paid to all state-funded primary, secondary and special schools in the academic year 2020 to 2021. Schools will receive a share of this funding in proportion to their pupil numbers. The Education Endowment Foundation (EEF) has published guidance on effective interventions to support schools. The pupil premium funding will be paid to schools in the academic year 2020 to 2021 to provide additional support to children who have been most disadvantaged by the crisis. Details of how this funding will be distributed between individual schools shortly.

Schools will be able to use their share of the £350 million National Tutoring Programme, worth £80 million, to provide high dosage tutoring to provide extra catch-up support to their disadvantaged and vulnerable young people. Schools will be able to use their share of the £350 million National Tutoring Programme, worth £80 million, to provide high dosage tutoring to provide extra catch-up support to their disadvantaged and vulnerable young people. Schools will be able to use their share of the £350 million National Tutoring Programme, worth £80 million, to provide high dosage tutoring to provide extra catch-up support to their disadvantaged and vulnerable young people.

Behaviour expectations

Schools should consider updating their behaviour statement with new rules, and consider how to communicate their updated policy clearly and consistently to students and their families. Schools should also consider how to ensure their behaviour policy is fair and proportionate. Further details are available in the guidance on behaviour and discipline in schools. Schools should also consider how to ensure their behaviour policy is fair and proportionate. Schools should also consider how to ensure their behaviour policy is fair and they will enforce those rules including any sanctions. This is particularly the case for those who have been disadvantaged by the coronavirus (COVID-19) response, such as those who are vulnerable or have special educational needs, to ensure that behaviour expectations are clearly understood and consistently reinforced. Schools should also consider how to ensure their behaviour policy is fair and proportionate. Schools should also consider how to ensure their behaviour policy is fair and proportionate.

Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to some students' behaviour being challenging at school, including in classrooms. Schools should be patient, firm and fair in their approach to managing such behaviour. Schools should be patient, firm and fair in their approach to managing such behaviour. Schools should be patient, firm and fair in their approach to managing such behaviour.

We acknowledge that some students will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some households, increased tension. Schools should be alert to any increase in social, emotional and mental health needs and should make provision for particularly vulnerable groups such as children with a social worker, children looked after by the local authority, children who are young carers or parentless, and young people who have experienced adverse experiences in services such as educational psychologists, social workers and counselors. Schools should be alert to any increase in social, emotional and mental health needs and should make provision for particularly vulnerable groups such as children with a social worker, children looked after by the local authority, children who are young carers or parentless, and young people who have experienced adverse experiences in services such as educational psychologists, social workers and counselors. Schools should be alert to any increase in social, emotional and mental health needs and should make provision for particularly vulnerable groups such as children with a social worker, children looked after by the local authority, children who are young carers or parentless, and young people who have experienced adverse experiences in services such as educational psychologists, social workers and counselors.

To accept all school leavers and staff in welcoming back all pupils, we have published a behaviour in schools guidance, including a section on managing pupils and the return to school, which school leaders and teachers can refer to and can achieve and thrive.

The Education Endowment Fund schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort and in accordance with the statutory guidance on exclusion, to ensure that all risk of exclusion, then such exclusion should be discussed and considered relevant conversations.

Schools should, as far as possible, avoid permanently excluding any pupil. Temporary exclusions should be used only as a last resort, and only where a breach of other rules is of the utmost seriousness, the disruption they cause to other pupils is such that it cannot be tolerated, or where it would be dangerous to place the school community at risk of becoming necessary.

Where a previously excluded child is at risk of exclusion, the designated teacher should speak with the child's parent or guardian and seek advice from their virtual school head.

Pre-empting that a pupil may commit a disciplinary offence, and then not allowing them to return to school is unacceptable.

Schools should be encouraged to make reasonable adjustments to behaviour management plans, and to carry out risk assessments for any behaviour that is a result of the pupil's mental health difficulties, including those that are a result of the coronavirus (COVID-19) outbreak.

Any disciplinary exclusion of a pupil from a school, even for short periods of time must follow the statutory guidance. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. Schools should be encouraged to make reasonable adjustments to behaviour management plans, and to carry out risk assessments for any behaviour that is a result of the pupil's mental health difficulties, including those that are a result of the coronavirus (COVID-19) outbreak.

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Schools should be encouraged to make reasonable adjustments to behaviour management plans, and to carry out risk assessments for any behaviour that is a result of the pupil's mental health difficulties, including those that are a result of the coronavirus (COVID-19) outbreak.

Pupil wellbeing and support

Pupils may be experiencing a variety of challenges in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may be because of a lack of routine, being cut off from friends and peers, bereavement, or concerns about family members. Some of these experiences or feelings can normal response to an abnormal situation. Some may need additional support to deal with the impact of the outbreak and some may be disrupted to school, or have the underlying mental health problems such as depression. Others will not be experiencing any challenges and will be keen to return to school.

The return to school allows relationships to be with peers, carers and teachers to be rebuilt and strengthened.

The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff to support the wellbeing of children and young people returning to school after a period of absence or disruption due to the coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.

Local authorities have received funding to employ educational staff to deliver the programme, and will be able to request support from the Education Support Partnership (ESP).

Schools can prepare by nominating a lead to receive the training, and who will be responsible for ensuring that the school's approach to mental health and pupils within the school. The training will be available to schools from mid-October.

DfE, Public Health England and NHS England invited a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. Recording of the webinar.

This includes resources discussing the impacts of the pandemic on pupils' mental wellbeing and resources, bereavement, and education leaders' wellbeing and mental health.

The Whole School SEMH (WSSEMH) programme offers a whole school approach and how to ideas for mainstream school teachers (including free models and resources) to promote, support and, where need, refer for the mental health and wellbeing of their pupils and students.

WSS keeps a consultant's bulletin, funded by DfE, to support young people with SEND and their families and professionals with information about neurodiversity, following a period of absence and about transition. Information about the Wellbeing for Education Return programme, which supports the schools, colleges and local authorities to plan for the return of the COVID-19 SEND review with certain can be reflect on their provision and practice, including how to use the Wellbeing for Education Return to support pupils returning to school.

Schools can access WSS resources on the Whole School SEMH Resource Hub, including a wellbeing self-assessment tool, and can sign up to receive updates and information.

DfE has published the first of the relationships, sex and health education training modules for teachers to support their preparation to teach relationships education, relationships and sex education and health education. Ofsted published its research into how schools are teaching these aspects and schools, will prepare teacher confidence in talking and teaching about these subjects. Ofsted also published its research into how schools are taking pupils the importance of positive relationships and healthy relationships at the time.

Schools should consider the provision of pastoral and extra-curricular activities to support pupils' wellbeing.

- support the rebuilding of friendships and social engagement
- address and equip teachers to deal with the coronavirus (COVID-19) outbreak
- support pupils with approaches to improving their physical and mental health

Schools should also provide more focused pastoral support where issues are identified that individuals pupils may be experiencing and may need support where necessary and possible. Schools should also consider provision for pupils who are at risk of, or have been affected by, domestic violence or other family issues, including those who are at risk of being sexually exploited or may volunteer to help. To support this, teachers may want to refer to the guidance on the Prevent duty, which includes information and material on peer support. Schools should also consider how to support pupils who are referred to statutory services (and the police) as appropriate.

Schools should consider how they can use their existing pastoral systems to support the health and wellbeing of their pupils, school nursing services and other local services. Schools should also be aware of the local offer and the role of the Further Education and Skills Partnership.

- support for resilience, mental health and wellbeing including anxiety, stress and depression
- support for pupils with additional and complex health needs
- supporting parents and families

Schools and school nurses need to work together to ensure delivery of the school nursing programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

Hospital schools

There may be other reasons where any child or young person may be absent from school, including those with SEND. Where children and young people are being educated in hospital schools, the DfE and NHS England will work as far as possible, including from remote education provision, if necessary, to minimise the impact of the hospital stay on their education.

Section 4: Assessment and accountability

This section covers assessment and accountability.

Inspection

For state-funded schools, Ofsted, the inspectorate in that routine, graded Ofsted inspections will not be reintroduced until the summer term. During the autumn term, Ofsted will carry out a programme of inspections of schools in Ofsted's inspection cycle, including those that were inadequate, to ensure that schools that remain inadequate receive the support they need to improve. These monitoring inspections will not result in a grade. Ofsted will also carry out inspections of schools in Ofsted's inspection cycle, such as unannounced safeguarding inspections (deep dives) and attendance, particularly of vulnerable pupils.

Inspectors will be remote for the majority of the inspection, and support schools to ensure that pupils are back in school. Ofsted will also ensure that they have the power to inspect a school in response to any significant concern, including those relating to safeguarding and quality of education (which could include remote education).

Primary assessment

To recognise the challenges that primary schools are facing, primary assessments in summer 2021 will focus on assessments in phonics, English reading and writing, and mathematics.

The key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling test, will be optional. Schools will be informed far ahead of the deadline for the submission of results to report on teacher assessments in science at either key stage. In addition, the Department for Education (DfE) will not collect teacher assessments in art, physical education and design and technology.

We are also enabling schools to take a more flexible approach to the administration of the phonics screening check, and the administration of the key stage 1 and 2 tests, to ensure teachers can focus on teaching and learning. Pay and 2S (pre-respecified).

For 2020 to 2021 primary schools, schools will be required to administer a paid version of the phonics screening check to year 2 pupils during the autumn term, and to year 1 pupils during the spring term. Schools will be required to administer the key stage 1 and 2 tests in the spring term for statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the phonics screening check will be given a phonics catchup check in June 2021.

The statutory rollout of the reception baseline assessment has been deferred to September 2021. Schools will be required to use a DfE-approved assessment to establish pupils' starting points in 2021 to 2022.

In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be treated as a transition year. We will not be using legislative being made to allow schools time to prepare for, and start teaching, the new curriculum. We will not be using legislative being made to allow schools time to prepare for, and start teaching, the new curriculum. We will not be using legislative being made to allow schools time to prepare for, and start teaching, the new curriculum.

The 2020 to 2021 academic year will be a transitionary year where schools will be able to teach a curriculum that covers sufficient breadth to allow pupils to progress successfully through their education programme and will have the option to assess pupils' progress in line with their own judgments. Schools will be required to report on their pupils' progress to their parents. The information can be found in the assessment hub.

Exams

For the summer 2021 exam, we recognise that pupils in years 11 and 13 will have suffered disruption to their education. It is vital that these students are able to sit these exams that lead to the qualifications they need to progress. We will ensure that, as far as possible, GCSE, AS and A level, and vocational and technical qualifications can be taken in a manner that will enable them to free up teaching time.

On 20 October 2020, the Secretary of State for Education announced that all exams in England will start no earlier than the week of 10 May 2021.

On 3 December, Ofqual set out the timetables for GCSE, AS and A level exams, in line with the outcome of 2020. Students will also be given more time between the last exam they sit and results being released, in the interest of some exam papers. The government has asked exam boards to make fair and formal and accurate ways to measure attainment.

The government has engaged with the sector on the use of A levels in considering the range of scenarios that might affect students' ability to sit exams in 2021, and the impact on students' progression to higher qualifications or courses, including those at universities and colleges.

Additional guidance has been published which outlines measures that have been put in place to ensure that students, parents, guardians and the wider family and that exams can take place safely.

Summer 2020 exams

On Friday 27 August 2020, Ofqual and the government confirmed that, following the cancellation of summer 2020 exams, students will be awarded a grade based on a teacher assessment. Ofqual's GCSE, AS and A level: awarding in 2020 provides information on how the grades awarded to pupils in 2020 will be based on the evidence gathered by the exam board, where the calculated grade is not accepted.

Both the GCSE grades and vocational and technical qualifications awarded to schools and colleges in the week beginning 17 August 2020, students will be able to use the results to progress to further study.

Where a student wishes to sit an exam, or assessment for a vocational and technical qualification, in the autumn 2020 or spring 2021 series, the exam centre responsible for the GCSE, AS and A level and vocational and technical qualifications.

Our Exam Support Service launched at the start of the autumn term to provide a bespoke support for exam centres. Our Exam Support Service has schools can access this support can select the information on running exams during the coronavirus.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be calculated or published any school and college assessments from 2020.

DfE will not use 2019 to 2020 academic year school and college level performance data in any accountability measures, including Ofsted's inspections of schools, DfE teams, and to schools themselves, to support school improvement, or to inform school and college decisions, such as school and college performance tables.

We will temporarily change the published performance tables next year to provide a transparent and fair performance picture.

- the subjects that they chose if and to stay year 11 students have been disadvantaged by the coronavirus (COVID-19) outbreak, and year 13 students to their next destination
- the progress that students, year 11 and year 13 students, with relevant to support the wellbeing of children and young people.

2019 performance data will continue to be publicly available.

Schools and colleges should continue to inform parents of their year child's attendance and absence patterns.

Guidance on COVID-19 contingency framework: summer exams sets out the reasons for accountability in 2019 to 2020 and 2020 to 2021.

Performance tables are expected to be published in 2020 to 2021 and pupil and school or college will be judged on data based on exams and assessments taken in 2020 and 2021 in the same way as in previous years, including in schools, including Ofsted and RSH inspections. Ofsted will return to the 2019 data. DfE will continue to use 2019 data as a starting point for Ofsted inspections and support for schools with Ofsted inspections taking place. These inspections will be part of coronavirus (COVID-19): schools and college accountability.

Section 5: Contingency planning for remote education

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

Contingency plans

For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans should be in place. Local authorities should be prepared to ensure that all children and young people unable to attend school due to coronavirus (COVID-19) have the support they need.

The government has made it a mandatory duty for maintained schools continue to provide a curriculum as provided during the coronavirus (COVID-19) outbreak, and to ensure that pupils have access to a broad and balanced curriculum. To help with this, we have published a contingency framework for the new circumstances in which schools might need to revise their curriculum offer, for example, because of the need to provide transmission which commonly. Such revisions should be implemented to the fewest number of schools required, for the shortest time.

Any decision to indicate pupils to attend school or to provide education in alternative settings will not be taken lightly, and will be made by central government on a case by case basis, in the light of local and national considerations.

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions requires pupils to work at home, schools should have in place the capacity to offer immediate remote education. All pupils not physically attending school should be able to access a full curriculum offer, which is the same as pupils would receive if they were in school, as provided by the school day. Schools are expected to consider how to continue to improve the quality of their remote education offer, including how they will ensure that pupils have the resources they need to participate.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are now providing a good remote education when it is needed and continuing improving their provision in line with expectations. Ofsted will continue to work with schools and colleges and pay DfE and Ofsted attention to concerning remote education and keep their accounts the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended pupils should know and be able to do
- use a curriculum sequence that allows pupils to learn and practice other offline resources and teaching videos and that is linked to the school's overall teaching sequence
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow teachers and pupils to become familiar with how to use and learned in their use
- provide opportunities, such as textbooks and workbooks, for pupils who do not have suitable online devices
- recognise that younger pupils and some pupils with SEND may not be able to work independently for long periods of time, and that they should work with parents to derive a balance of meaningful activities for pupils with SEND, their teachers are best placed to know how to meet their needs
- publish information for pupils, parents and carers about their remote education offer, including how they will interact with pupils. The DfE has provided a template to support schools with this expectation

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have enough work to occupy pupils at school day in a number of different subjects
- set work that is proportionate length to the core teaching pupils would receive in school, and as a minimum:
  - for KS1, 3 hours a day on average across the school content
  - for secondary, 5 hours a day, with more for pupils working towards formal qualifications this year
- give pupils timetabled opportunities of new content, delivered by a teacher or through high quality curriculum resources
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents and carers where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other methods tests, and combining this with, at least weekly, using digitally facilitated or written class feedback where appropriate
- enable teachers to provide feedback to pupils on their work, in response to questions or assessments, including, where necessary, receiving material or simplifying explanations to ensure pupils' understanding

We expect schools to consider these expectations in relation to the pupils' age, stage of development or ability, and to ensure that the curriculum they will secure place significant demands on parents' help or support. We expect schools to avoid over-reliance on long term projects or internet research activities.

We have now published a temporary contingency direction which makes it mandatory for a school to provide education to a pupil registered at the school if it is necessary to do so, after school has given notice of a Phase 2 School Closure. This came into effect from 22 October 2020. The direction poses no additional requirements on schools, but it does provide a mechanism for school inspectors to carry out their in this guidance.

Schools can find help and support in the remote education good practice hub and school hub webinars.

Special educational needs

For pupils with SEND, their teachers are best placed to know how the pupil's needs can most effectively meet to ensure they continue to make progress in their learning. Schools and local authorities retain the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs, in these circumstances.

Schools should work collaboratively with families, putting in place reasonable adjustments as set out in the SEND Code of Practice, and successfully secure special education provision for their pupils.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and health services to secure or arrange the delivery of this in setting that the plan names. However, there may be some of the provision that it is not feasible to deliver in the current circumstances. In such circumstances, the local authority and health services should be informed by relevant considerations including, for example, the extent to which education, health and care provision can be met by the home learning and remote access offer of the relevant provider. These decisions should be considered on a case by case basis, sending a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of contact and, it is important that school and systems in place to keep in contact with pupils.

Where a vulnerable child is asked to self-isolate, schools should notify the social worker (if they have one). School leaders should then agree with the social worker how best to keep in touch with the child and their family, vulnerable children guidance.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, and if not, what support is required for as provided and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides a framework and sets out information on what they should be doing to protect their pupils online.

Support in delivering online lessons safely to pupils, schools should refer to:

- safe remote learning guidance, published by SWGfL
- online safety in schools and colleges, published by SWGfL, which covers safe remote learning
- the Education Safety Security Centre, which includes adult video conference service in schools, and the Cyber security training for business services resources
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Remote education support

Read how you can partner 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 resources, including those from the National Education Union and DfE, in addition to the resources offered by the National Centre for Teaching Academy and other providers of quality education resources.

Available support includes access to a curriculum and pedagogy through the EdTech Demonstrator programme, as well as guidance on how schools can order devices and or loans with technical for remote education.

Annex A: Health and safety risk assessment

Coronavirus (COVID-19) specific

Everyone needs to manage and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the health and safety risks to their staff, students and others, particularly in coronavirus terms, recognising the increased vulnerability of people to the risk of coronavirus (COVID-19). School employers must therefore make sure they have in place a risk assessment that is suitable and sufficient to respond to risks from the coronavirus (COVID-19) and that it is kept up to date as it is reasonably practicable. General information on how to make a workplace safe and how to carry out a risk assessment is available on the HSE website. A risk assessment, in particular, should consider:

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in the guidance to protect their students and control measures. A risk assessment is not about creating huge amounts of paperwork, it is about being practical about what is reasonable and proportionate risks in the workplace and how to manage them in a practical way. The risk assessment will help school leaders and employers decide whether they need to do more than they are already doing to keep their staff, students and their employees or health and safety representatives safe. It also makes good sense to involve pupils (where applicable) and parents in discussions around risks and how they are managed in the school or college (for example, the measures being put in place). Employers can find the following helpful hints on how to think about how the school and manage risks from coronavirus (COVID-19). The people who do the work in their workplace are the best people to understand risks in the workplace and will have a keen eye for how it works 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 reassure students, parents and carers. Trade unions and pupil/SHE would expect all employers with over 50 staff to do this.

Monitoring and review of risk controls

It is important that employers know how effective their 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 caused by the risks to health and safety in their workplace. Regulation 19(6), the minimum employers must do is:

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

Given the employer (employer in schools is centre) we have set out here the minimum that we expect schools to undertake in their risk assessment. Schools guidance explains about the roles and responsibilities for health and safety in schools. The employer is accountable for the health and safety of their employees, students and others who may be affected by their work. Responsibility for the headteacher, school and college leaders and staff in case, 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. A competent person is someone who has sufficient information on the risks in relation to their workplace. Competent person in the role of school leaders, who takes when and a simple guide to what the competent person does. Schools should ensure that the risk assessment is carried out by a competent person.

Reference to actions by employers in this guidance may in practice be carried out by someone else in the school, but employers will need to ensure themselves that they have been carried out, as they retain the accountability for the health and safety of their employees. Employers should carry out a coronavirus (COVID-19) risk assessment for their school is undertaken as soon as possible. As some pupils are already attending school, the employer will need to do this as a matter of urgency. Employers should be confident that those employees can the discussions to identify any further improvements they must make.

Wider guidance on the risk assessment process

Health and safety risk assessment identify measures to control risks during the pandemic. Schools should use the guidance to assist them in working with 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 consult their employees on health and safety matters, and trade unions have a statutory right to consult.

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

- the hazards
- who might be harmed by them
- what they have to control risk

Records of the assessment should be simple and focused on controls. Outcomes should aim to others what they have done to manage risk and staff with planning and monitoring.

The risk assessment under 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 which can include but not limited to the following:

Consulting employees (general)

It is a legal requirement that employers must consult with the health and safety representatives elected by a recognised trade union or if there is none, a representative chosen by staff. As an employer, schools cannot decide who the representative is.

At its most effective, full involvement of staff creates a culture where employees are encouraged to take an active role in the management of health and safety, and problem solving. It is essential, staff should be involved in assessing workplace risks and the development and review of workplace safety and health policies and practices. Involving staff in these processes does not remove the employer's right to manage. The employer retains the final decision but talking to employees is an important part of successfully managing health and safety.

Approach to risk estimation and management

Some types of control are more effective at reducing risks than others. Risk control measures should be applied in order of priority. Some of the controls schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be also cost effective. Controls should be proportionate to the risk. Controls are needed for flexible to individual circumstances. Some of the coronavirus (COVID-19) controls introduced should aim to reduce the risk to as low as reasonably practicable. Schools should be aware of the hierarchy of controls when introduced areas. This does not mean that schools should be complacent of transmission, but also balancing these against risks to wider health and well being. Schools should be aware of the hierarchy of controls and the way that suits their circumstances while complying with their duties under health and safety legislation. Schools should work through the following principles and ask what risk reduction measures are reasonable. Risk reduction measures in each step they can and apply the most cost effective:

- Elimination: stop an activity that is not considered essential if there are risks attached.
- Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
- Engineering controls: design measures that help control or mitigate risk.
- Administrative controls: identify and implement the procedures to improve safety (for example, meetings on the floor, signage)
- 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 provision set out in children and young people's EHC plans. Local authorities and health providers and children and young people receive the support they need to return to school, we will not be expecting local authorities, health bodies and providers to prioritise the focus is now on supporting 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, EHC plans and reviews of EHC plans, which were made to contribute to the reduced pressure and flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 31 July. Local authorities and health commissioners should continue to use their as DfE needs assessments and reviews of EHC plans and support the needs of children and young people with SEND.

Many children and young people will have had their activities necessarily difficult socially and emotionally. Schools should consider any challenging behaviour as a communication of a need or a response to a change in circumstances. Schools should work with the parents and carers and offer additional support and phased returns where needed, as a reasonable adjustment to support a 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 educations and childcare settings from March 2020, local authorities and schools undertook risk assessments for children and young people with a education, health and care plan and to carry out this assessment. Local authorities were asked to work with schools and other providers to ensure that children and young people who were assessed as able to have their needs met at home and not to attend their attending a school.

Risk assessments may prove useful now and over the coming term, in identifying what additional support children and young people with education, health and care plans may need to ensure they can return to school education. Risk assessments may also prove useful in identifying what young people have to self-isolate, or if a local lockdown of coronavirus (COVID-19) requires a school to return to home limited attendance, or temporarily closed.

Whether individual risk assessments are used to help plan for the spring term, or to be ready to use if a local lockdown is imposed, local authorities and evolve them in planning for their child to return and have from the start of the autumn term. They should also contact and review young people with EHC plans who are not attending school, to ensure that the support in the school, social care, and other approaches that specialist settings normally can to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.