



Response to DfE Guidance & Associated Risk Assessments

This response to the Government's guidance and the associated risk assessment, is based on the DfE document, "[Guidance for full opening: Schools](#)" updated on **23rd December 2020** and the DfE document, "[Guidance for full opening: Special Schools and other Specialist Settings](#)" updated on **December 24th 2020**. Where there are contradictions between the two documents, the "Guidance for full opening: Special Schools and other Specialist Settings" will be used due to the complexity of the school's population.

This risk assessment does not directly comment on the level of risk, but rather how the school has implemented the protective measures recommended by Government. This is because of the variable nature of risk resulting from changes in prevalence and replication rates, an absence of sufficient clear evidence regarding levels of risk or the direct impact on reducing risk that any mitigating actions may have.

Introduction:

Welcoming children and young people back to education:

The Government has stated that attending school or college is vital for children and young people's education and for their wellbeing. Time out of an education setting is detrimental to cognitive and academic development, particularly for disadvantaged children and young people. This impact can affect both current levels of education and children and young people's future ability to learn, and therefore we need to ensure all pupils and students can attend their setting.

The Government believe that risk to children and young people themselves of becoming severely ill from coronavirus (COVID- 19) is very low and there are negative health impacts of being out of school or college. They have stated that education settings are a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children, young people and families.

The Government has stated that a child or young person's time spent in education is key to their preparation for adulthood. This affects the standard of living that today's pupils and students will have over the course of their entire life. For many households, the closure of education settings has also affected their ability to work. As the economy begins to recover, Government needs to remove this barrier so parents and carers can return to work.

While it is not possible to ensure a totally risk-free environment for people working in schools, there is no evidence that children transmit the disease any more than adults, and no evidence that staff in education settings are at any greater risk of fatal outcomes than many other occupations. The balance of risk remains in favour of children attending school. For the vast majority of children and young people, the benefits of being back in an education setting far outweigh the very low risk from coronavirus (COVID-19), and this guidance explains the steps settings need to take to reduce that risk still further.

For as long as coronavirus (COVID-19) remains in the community, judgements will need to be made at a setting level about how to balance minimising risks from coronavirus (COVID-19), by maximising control measures, with providing a full educational experience for children and young people. Settings should use their existing resources to welcome children and young people back. There are no plans at present to reimburse additional costs incurred as part of that process.

The measures set out in this guidance provide a framework for education leaders to put in place proportionate protective measures for children, young people and staff, which also ensure that all pupils and students receive a high quality education that enables them to thrive and progress. Settings are asked to minimise the number of contacts that a pupil or student has during the day as part of implementing the system of controls to reduce the risk of transmission. If settings follow the guidance set out here, they can be confident they are managing risk effectively.

Education settings in England will remain open in all tiers.

Purpose of this guidance:

The first section of this guidance sets out the public health advice which special educational settings must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process which should be followed if anyone develops coronavirus (COVID-19) symptoms while at their setting. This guidance has been developed with advice from PHE. In developing this guidance for special settings, our partners have been clear that special education settings face some specific challenges, with social distancing and the use of consistent groups (bubbles). Coproduction and consultation with families is crucial.

The public health advice in this guidance makes up a PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised setting-based risk assessment, these measures create an inherently safer environment for children, young people and staff in which the risk of transmission of infection of coronavirus (COVID-19) is substantially reduced.

The system of controls provides a set of principles and if settings follow this advice and maximise the use of control measures, they will effectively minimise risks. All elements of the system of controls are essential. All settings must cover them all, but the way they implement some of the

requirements will differ based on individual circumstances. Where something is essential for public health reasons, as advised by PHE, we have said 'must'. Where there is a legal requirement, we have made that clear. This guidance does not create any new legal obligations.

There cannot be a 'one size fits all' approach where the system of controls describes every scenario. Education setting leaders are best placed to understand the needs of their settings and communities, and to make informed judgements about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if they follow this advice, they will effectively minimise risks.

The Government expect special settings, trusts and local authorities to work closely with parents, staff and unions, as they normally would when agreeing the best approaches for their circumstances and discuss any concerns. We want all children, young people and staff to be back in settings, and believe the conditions are right for this, but some people will understandably have worries that should be heard and addressed.

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

Following the partial closure of educational and childcare settings from 20 March 2020, we asked local authorities to consider the needs of all children and young people with an education, health and care (EHC) plan and to carry out a risk assessment. These risk assessments may prove useful now and over the autumn term to help identify any additional support that children and young people with EHC plans need in order to make a successful return to full-time education. We know that they help reassure pupils, families, and staff that it is safe for the pupil to be welcomed back to their setting. Risk assessments may also prove useful in the event that:

- children and young people have to self-isolate
- a local outbreak of coronavirus (COVID-19)

Any risk assessments undertaken should inform a plan of action which focuses on supporting attendance and engagement and, in the spirit of co-production, should involve parents and incorporate the views of the child or young person. They should involve young people over 16 who have EHC plans. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings should decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority.

Whether individual risk assessments are used or not, when a child or young person with SEND has spent some time out of education, specialist settings may consider using a range of approaches to support the return to full provision. These might include visits to the setting, social stories, and any other approaches that they normally use.

SEND legislation:

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. These changes were intended to balance the needs of children and young people with SEND with the ability of local authorities, education and childcare settings and health services to respond to the pandemic. These temporary changes have now ceased.

To ensure that children and young people receive the support they need, we will not be issuing further notices to modify this duty unless the evidence changes. It is vital that all children with SEND attend their education setting so that they can receive high quality teaching and specialist professional care. All therapies and support that would normally be in place for children with EHC plans should now be back in place, and our focus is on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

The temporary changes to the law on the timescales for EHC needs assessments and plans, which gave local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), have now also expired.

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

Many children and young people will have found restrictions exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to restrictions (following discussion with the parents or young person) and offer additional support and phased returns where needed

Vulnerable children

Our published definition of vulnerable children and young people includes those who have a social worker or an education health and care (EHC) plan or those who are deemed otherwise vulnerable by the school or the local authority.

Section I: public health advice to minimise coronavirus (COVID-19) risks:

Settings should have facilitated all children and young people to make a full return from the start of the autumn term. Special schools and other specialist settings should not have put in place rotas.

Settings must comply with health and safety law, which requires them to:

- thoroughly review health and safety risk assessments
- draw up plans for the autumn term that address the risks identified using the system of controls

Essential measures include:

- the requirement that people who are ill should stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in the setting and, wherever possible, minimise the potential for contamination as much as is reasonably practicable

Reducing contact will depend on individual circumstances and will include, as much as possible:

- grouping children and young people together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Health and safety risk assessments:

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

Special schools and other specialist settings have remained open to some children, young people and staff and will therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils or students.

It is a legal requirement that settings should have revisited and updated existing risk assessments (building on the learning to date and the practices already developed) before the autumn term began. Schools should determine whether a review of their risk assessment is necessary.

Schools should have considered the additional risks and control measures needed to enable a return to full capacity. They should also have reviewed and updated their wider risk assessments and considered the need for relevant revised controls in respect of their conventional risk profile, considering the implications of coronavirus (COVID-19). Special education settings should also have ensured that they implemented sensible and proportionate control measures which follow the health and safety hierarchy of control, to reduce the risk to the lowest reasonably practicable level.

Employers should have active arrangements in place to monitor whether the controls are effective, working as planned, and update them appropriately if any issues are identified and if changes in public health advice are announced.

For more information on what settings need to do in relation to health and safety risk assessments, see annex A.

The system of controls: protective measures:

Having assessed risk, settings must work through this system of controls. They should adopt protective measures in a way that:

- addresses the risks identified in the assessment
- works for the setting and the individual, often complex, needs of the children and young people they teach
- allows settings to deliver a broad and balanced curriculum, including full educational and care support for pupils and students

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

System of controls

This is the set of actions education settings must take. They are grouped into 'prevention' and 'response to any infection'.

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, or those who have been advised to self-isolate by NHS Test and Trace, do not attend school.
- 2) Where recommended, the use of face coverings in settings.
- 3) Clean hands thoroughly more often than usual.

- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 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 to 5, and number 8, must be in place in all schools, all the time.

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

Number 7 applies in specific circumstances.

Response to any infection

- 9) Engage with the NHS Test and Trace process.
- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

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

Prevention:

Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, or those who have been advised to self-isolate by NHS Test and Trace, do not attend the setting

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Ensuring that pupils, students, staff and other adults do not come into the setting if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the day is sent home, are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it.</p>	<p>Families and staff informed of isolation protocol should they or one of their household become unwell with Covid-19 symptoms.</p> <p>Transport services informed of any child who should be self-isolating and the duration for which they should not be attending school.</p> <p>If a child presents at school whilst they should be self isolating, then they will be treated as if they became unwell whilst in school and isolated from the school community by staff wearing appropriate PPE whilst awaiting their collection.</p>	
<p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>’, which sets out that they should self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID- 19).</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from the day after contact with the individual who tested positive.</p>		

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all bubbles and in strategic locations to ensure ease of access.

Isolation will take place in the nearest suitable empty room which will be cleaned once the pupil has been collected.

PPE associated with contact with a symptomatic pupil or member of staff should be disposed of by placing it in a plastic rubbish bag and sealed by tying the top. A member of SLT should then be informed.

The bag will then be dated and placed in a secure location before being placed in the clinical waste bin once the 72 hour period has elapsed, unless collection of the bin is more than 72 hours later, in which case it can be disposed of directly into the bin.

Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.

Due to the school being at the limits of its physical capacity, the nearest available and suitable empty space may be some distance from the classroom.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

If a bathroom is required, a single occupancy bathroom will be prioritised and cleaned after use.

For some otherwise independent pupils, the need to go to the bathroom may necessitate sustained close contact from more than one member of staff. In these situations, PPE, including face mask and goggles will be used, even if not being used for supervision.

<p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>More information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance.</p>	<p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all in use classrooms and in strategic locations to ensure ease of access.</p> <p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic rubbish bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and placed in a secure location before being placed in the clinical waste bin once the 72 hour period has elapsed, unless the clinical waste will not be collected for at least 72 hours, in which case it can go straight in the clinical waste bin.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p>
<p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any member of staff who has provided close contact care to someone with symptoms while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • if the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should arrange a test) • they have been requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) 		

<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene by both pupils and staff.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
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2. Where recommended, use of face coverings in schools
(<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The government is not recommending universal use of face coverings in all settings. Settings that teach children in years 7 and above, and which are not under specific local restriction measures, will have the discretion to require face coverings for pupils, staff and visitors in indoor areas outside the classroom where social distancing cannot easily be maintained. This could include areas such as corridors and communal spaces if deemed appropriate by settings for their particular circumstances. Primary-aged school children will not need to wear a face covering and, older children and young people in specialist settings may be exempt, depending on their needs.</p> <p>In particular, settings that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.</p>	<p>Due to the nature of the pupils' requirements, the school will take a developmental approach to the use of face coverings by pupils in school. The use of face coverings by pupils will be kept under review.</p> <p>All staff, irrespective of the Key Stage they work in, who feel that they would benefit from wearing a face covering, either to reduce the general risk to themselves, or to reduce the risk associated with particular task, roles or responsibilities, will be welcome to wear one. Staff will be asked to consider the impact of face cover wearing on the delivery of education, general communication or the support of complex behaviour and wellbeing, and where necessary put in place alternative protective measures such as sitting side by side or increasing the distance between themselves and the pupils as an alternative to wearing a face covering. Face coverings will be worn by staff who regularly circulate within the school, such as the Senior Leadership Team.</p> <p>Visitors to the school will be requested to wear face coverings</p> <p>Staff will be sensitive to the emotional impact that the use of face coverings within the school may have and will take the time to discuss their use with pupils.</p>	<p>Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use, or use them appropriately.</p> <p>The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.</p>

<p>In primary settings where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>We recommend that face visors or shields should not routinely be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer.</p>	<p>Staff will be requested to wear a face covering if they are unable observe social distancing when in the presence of staff from other bubbles or visitors.</p> <p>Staff will be requested to wear a face covering when moving around the school outside of their bubble.</p> <p>Staff who circulate around the school, such as SLT, will wear face coverings when moving around the school</p>	
<p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p>	<p>All staff, irrespective of the Key Stage they work in, who feel that they would benefit from wearing a face covering, either to reduce the general risk to themselves, or to reduce the risk associated with particular task, roles or responsibilities, will be welcome to wear one. Staff will be asked to consider the impact of face cover wearing on the delivery of education, general communication or the support of complex behaviour and wellbeing, and where necessary put in place alternative protective measures such as sitting side by side or increasing the distance between themselves and the pupils as an alternative to wearing a face covering. Face coverings will be worn by staff who regularly circulate within the school, such as the Senior Leadership Team.</p>	<p>The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.</p>

Exemptions

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

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Local restriction tiers 2, 3 or 4

When an area moves to local restriction tiers 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children or to those who are exempt.

In the event of an area moving into local restriction tiers 2, 3 or 4, settings will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.

Due to the nature of the pupils' requirements, the school will take a developmental approach to the use of face coverings by pupils in school. The use of face coverings by pupils will be kept under review.

The school will operate a consistent approach to the use of face coverings so that pupils become familiar with their use around the school.

In the event of local tier change resulting in the need for all staff and pupils who are able to wear a face covering to do so, a message will be communicated through the school's Parentmail system.

The school will be sensitive to the fact that there will be members of our community who are unable to wear face masks for a variety of reasons.

Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use.

The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.

Access to face coverings

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on [how to make a simple face covering](#).

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

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

The school will secure a supply of disposable face coverings that can be used to support those families who find it difficult to access face coverings, or where a face covering has become soiled or unsafe. These will be for use during the school day.

Disposable face coverings will be provided to staff for the purpose of them carrying out their roles in school.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

Safe wearing and removal of face coverings

Settings should have a process for removing face coverings when those who use face coverings arrive and when face coverings are worn within the setting. This process should be communicated clearly to pupils and staff and allow for adjustments to be made for those children and young people with SEND who may be distressed if required to remove a face covering against their wishes.

The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled where appropriate. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

<p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p>	<p>Staff will talk pupils through the process of safely putting on and taking off of face coverings, using the PHE guidance documentation.</p> <p>The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.</p>	<p>Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.</p>
<p>Children and young people 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 ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	<p>Staff will talk pupils through the process of safely putting on and taking off of face coverings, using the PHE guidance documentation.</p> <p>The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.</p>	

Further guidance on face coverings

Separate guidance is available on:

- [face coverings in education settings](#)
- preventing and controlling infection, including the use of PPE, [in education, childcare and children’s social care settings](#)

3. Clean hands thoroughly more often than usual

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. Special settings should support pupils and students to clean their hands regularly, including when they arrive at the setting, when they return from breaks, when they change rooms and before and after eating.</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
<p>Special education settings will want to consider what frequency of hand washing is best for which pupils, students and staff, and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with children and young people who spit uncontrollably may want more opportunities to wash their hands than other staff, or, children and young people who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may need more opportunities to wash their hands than children and young people who do not.</p> <p>Specialist settings will typically have handwash basins in or adjacent to classrooms, so may be able to use these to maximise hand washing.</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>All classrooms have access to hand basins either within or adjacent to the classroom.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>

<p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the setting has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 	<p>All classrooms have access to hand basins either within or adjacent to the classroom.</p> <p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Pupils will be closely monitored in their use of hand sanitiser in order to ensure that it is used appropriately.</p> <p>Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>If individuals have a particular sensitivity to repeated hand cleaning, they will be supported with alternative products to ensure enhanced hygiene is maintained.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need.</p> <p>Those who require close supervision in order to use cleaning materials appropriately, will be identified by staff and supported as necessary.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
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4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The ‘catch it, bin it, kill it’ approach continues to be very important, so settings must ensure that they have enough tissues and bins available in the setting to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, settings must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <p>This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</p>	<p>Tissues located in all classrooms and other key locations. Bins to be emptied daily as minimum, but more frequently if there are high levels of use.</p> <p>Signage in place to promote enhanced hygiene.</p> <p>Pedal bins deployed to all classrooms and main shared areas.</p> <p>Staff support pupils to both understand the importance of, and complete, good respiratory hygiene dependent upon level of need.</p> <p>Pupils directly instructed to use tissues in response to pupil specific need, such as having coughed or sneezed. This will be supported by highlighting the importance of hand hygiene.</p> <p>If pupils develop a desire to spit uncontrollably or use saliva as a sensory stimulant then a risk assessment will be put in place to determine whether any further mitigations are necessary.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms or shared areas that are used by different groups and frequently touched surfaces being cleaned more often than normal 	<p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>All classrooms and in use areas cleaned daily by contract cleaners.</p> <p>Frequently touched surfaces, equipment, chairs and tables within shared spaces will be cleaned by the classroom staff both before and after use by different groups.</p> <p>Emphasis has been placed on the need for cleaners to complete additional cleaning of frequently touched areas such as handles and hand rails.</p> <p>Communal doors and those with numeric door locks to be cleaned with anti-bac wipes before and after use.</p> <p>Due to the complexity of need of the pupils, it is likely that doors will need to be closed for safeguarding reasons. Signage will be used to promote the wiping of doors before and after use.</p>	<p>The volume of movement through numeric locked doors, necessary for safeguarding purposes will create additional risk. Staff will need to be vigilant in order to ensure that enhanced hygiene protocols are maintained.</p>

<ul style="list-style-type: none"> Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it 	<p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>Classroom staff to clean toilet surfaces and handles between use by different groups of pupils.</p> <p>Individual toilets have been allocated for use by specific bubbles and where possible this has been extended to individual classes.</p>	
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Public Health England has published revised guidance for [cleaning non-healthcare settings](#) to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.

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

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and education settings must consider how to implement this. Settings must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum.

We recognise that maintaining distance or forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending. However, the average number of pupils or students attending a special school or SPI is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual.

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

a. How to group children and young people

Consistent groups reduce the risk of transmission by limiting the number of children, young people and staff in contact with each other to only those within the group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and to keep that number as small as possible. When using larger groups, the other measures from the system of controls become even more important to minimise transmission risks and to minimise the numbers of pupils and staff who need to self-isolate. We recognise that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

However, the use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching and therapies. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings. Maintaining consistent groups remains important, but given the resumption of the full range of curriculum subjects, settings may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings should assess their circumstances and look to implement ‘bubbles’ of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists.</p>	<p>Class sizes are no more than ten pupils, supported at any one time by three support staff, one teacher and up to two midday carers.</p> <p>No more than one part-time arrangement in each class.</p> <p>Classes will be combined to create six bubbles based on EYFS, KS1 KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.</p> <p>Outside equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>In order to maintain staffing levels when staff are absent, we may need to make use of staff from other bubbles. This will be dynamically risk assessed in order to ensure that the most immediate and significant risk of harm is reduced.</p>

<p>Whatever the size of the group, they should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p>	<p>With the exception of the Hall, which is a much larger space, easily ventilated and easily cleaned, Shared teaching spaces are only to be used by any two classes per day, one morning and one afternoon, in order to ensure cleaning between uses.</p> <p>Frequently touched surfaces, equipment, chairs and tables within shared spaces will be cleaned by the classroom staff both before and after use by different groups.</p> <p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.</p> <p>Lunch in the hall will be limited to three well spaced groups from one bubble in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p> <p>One way systems and the use of alternative entrances and exits will be implemented where possible. Umbrellas have been procured to support this.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>The nature of the school site means that one-way systems will be limited without requiring external routes to be used, which may not be appropriate for all pupils during inclement weather.</p> <p>In order to maintain staffing levels when staff are absent, we may need to make use of staff from other bubbles. This will be dynamically risk assessed in order to ensure that the most immediate and significant risk of harm is reduced.</p>
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<p>When using larger groups, the other measures from the system of controls become even more important to minimise transmission risks and to minimise the numbers of pupils and staff who need to self-isolate. We recognise that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits even if implemented partially. Some settings may keep children and young people in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children and young people will still offer public health benefits as it reduces the network of possible direct transmission.</p>	<p>There will be an emphasis through staff briefings and day to day monitoring of the establishment and sustainment of the recommended systems of control:</p> <ol style="list-style-type: none"> 1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting 2. Clean hands thoroughly more often than usual 3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach 5. Minimise contact between individuals and maintain social distancing wherever possible <p>Where possible, pupils and staff will be encouraged to sit a greater distance from one another.</p>	<p>Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.</p>
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<p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but should minimise the number of interactions or changes wherever possible.</p>	<p>Where possible staff groups will be kept consistent and additional adults entering the classroom, such as therapists or social workers, will be kept to a minimum and social distancing observed where possible.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Track and trace will be implemented for all external staff and an internal record of staff movements between bubbles will be kept.</p>	<p>Some class groups will not be safe to operate without a full complement of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
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b. Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. We know that this is not always possible, particularly when working with children and young people with complex needs, or those who need close contact care. Educational and care support should be provided for these children and young people as normal, with other increased hygiene protocols in place (as set out above) to minimise risk of transmission

There will be an emphasis through staff briefings and day to day monitoring of the establishment and sustainment of the recommended systems of control:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting
2. Clean hands thoroughly more often than usual
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. Minimise contact between individuals and maintain social distancing wherever possible

Where possible, pupils and staff will be encouraged to sit a greater distance from one another. Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.

Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.

Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.

<p>Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow. Settings doing this where they can, and even doing this some of the time will help.</p>	<p>Staff will work with pupils on an individual developmental basis to support those for whom it is appropriate to develop and apply their understanding of maintaining additional distance.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing consistently and may unexpectedly seek close contact.</p>
<p>When staff, children or young people cannot maintain distancing, the risk can also be reduced by keeping pupils and students in the smaller, class-sized groups described above.</p>	<p>Where possible staff groups will be kept consistent and additional adults entering the classroom will be kept to a minimum and social distancing observed where possible. Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Track and trace will be implemented for all external staff and an internal record of staff movements between bubbles will be kept.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>

<p>Settings should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>	<p>Class teachers will evaluate on an individual basis what proportionate adjustments can be made to further reduce risk, based on the specific requirements of the children within the class.</p>	<p>The educative and communicative requirements of many pupils within the school means that face to face interaction is necessary.</p>
<p>c. Measures elsewhere</p> <p>Groups should be kept apart, meaning that settings should avoid large gatherings such as assemblies or collective worship with more than one group.</p>	<p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.</p> <p>Lunch in the hall will be limited to three well spaced groups from one bubble in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p> <p>Assembly will be delivered remotely.</p> <p>All staff meetings will be arranged remotely.</p>	

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

With the exception of the Hall, which is a much larger space, easily ventilated and easily cleaned, Shared teaching spaces are only to be used by any two classes per day, one morning and one afternoon, in order to ensure cleaning between uses.

A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.

One way systems and the use of alternative entrances and exits will be implemented where possible. Umbrellas have been procured to support this.

Lunch in the hall will be limited to three well spaced groups from one bubble in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.

Additional groups will eat in their classrooms or an alternative designated space.

For immediate pupil safety purposes, gaps in staffing will need to be covered and may require the use of staff from different bubbles. An internal record of staff movements between bubbles will be kept.

The nature of the school site means that one-way systems will be limited without requiring external routes to be used, which will not be appropriate for all pupils during inclement weather.

<p>Settings should also plan how shared staff spaces are set up and used to help staff to distance from each other.</p> <p>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>Staff tea making facilities have been distributed between the staff kitchen and the teaching kitchen and bubble specific kettles provided.</p> <p>Staff have bubble specific areas assigned for lunch.</p> <p>Tea Towels and Jay Cloths are not to be used, with blue paper roll being used instead.</p> <p>No more than two people to be in the kitchen at any one time to maximise space between staff, and face coverings to be worn</p> <p>Social distancing to be observed during lunch times and no more than one bubble is to be present. Outside space to be used where possible.</p>	
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d. Measures for arriving at and leaving the setting

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

Settings should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the gates and otherwise coming onto the site without an appointment is not allowed.

e. Other considerations

Some children and young people with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs, for example using social stories.

Class groups will collect from, and return pupils to, the buses on a phased basis, but within the normal time window, with each bubble going out at five minute intervals.

Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time.

Parents who are dropping off their child will arrive no earlier than 9:20 and remain in their vehicle, wearing a face mask, until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.

Parents dropping off at the school gate will be required to wear a face mask unless exempt and observe 2m social distancing, with signage in place to promote this.

Staff will work with pupils on an individualised basis in order to identify any pupils in need of additional support. Where necessary this support will be integrated into wider routines and learning opportunities.

The physical limitations of the school’s site mean that there are significant challenges with getting vehicles and people on and off the site without creating clustering or pinch points. The school will be partly dependent upon the wider community self policing the observance of social distancing.

<p>Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings.</p> <p>Such specialists will be aware of the PPE most appropriate for their role.</p>	<p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p> <p>No child will be denied education by the school on health grounds. Where attendance is not possible, the school will liaise with the family to put in place educational support.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30.</p> <p>Track and trace will be implemented for all external staff and visitors, and an internal record of staff movements between bubbles will</p>	<p>There may be some confusion for staff and pupils where clinical staff are required to wear face coverings as part of their role, even if they are fulfilling a similar function.</p> <p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
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<p>Settings should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the setting and across different groups. This will require close cooperation between settings and the other relevant employers.</p> <p>Settings should have discussions with key contractors about the setting's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p>	<p>Visitors to the site will be expected to operate in a socially distanced manner where at all possible and wear a face covering unless exempt from doing so.</p> <p>Catering staff have their own direct entrance and exit to the kitchen and will observe social distancing where possible.</p> <p>Staff will collect meals from the kitchen to provide to pupils reducing the number of interactions with catering staff.</p> <p>Cleaning staff will predominantly work before the pupils arrive and after they have left, with classroom staff supporting the enhance cleaning protocol during the school day. They will be required to wear a face covering when on site.</p> <p>Details of the schools systems and processes will be provided on arrival to ensure adherence with school risk assessment.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30.</p> <p>All visitors will be logged, with additional details secured for track and trace purposes.</p>	<p>Due to the specific requirements of the pupils within the school, some visitors may need to have sustained close contact in order to fulfil the purpose of their visit, for example fitting mobility equipment. School will support visitors in observing their own protective measures, even where these are different to our own.</p>
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<p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p>	<p>Flu Immunisation has taken place in the school hall with space maximised and NHS staff changing PPE between the vaccination of different bubbles.</p>	
<p>Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child or young person. Pupils should be able to continue attending both settings.</p> <p>While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact.</p>	<p>Inclusion partnerships will be maintained as a virtual arrangement in order to reduce the risk of groups of children from more than one setting mixing. This will be reviewed in line with the guidance and in discussion with partner schools in order to determine at what point it may be safe to reinstate physical visits.</p>	

<p>Equipment and resources are integral to education.</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	<p>Staff will be advised to remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts), unless they have a specific, emotional, behavioural, therapeutic or educational purpose for either an individual child or children within the group.</p> <p>Where pupils within a bubble are sharing toys or resources, these will be cleaned regularly with anti-bac spray and wipes.</p> <p>Staff will be advised to minimise the storage of resources and equipment within the classroom in order to maximise available floor space and circulation space.</p> <p>Outside equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble.</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p>	
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Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example. physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfecting between each use (and how easy or practical it would be to do so) before it is put back into general use.

Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.

Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble.

Equipment that has been used should also be sprayed or wiped at the end of the school day.

Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot. Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.

It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

Outside equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble.

Children will be encouraged not to bring things in from home, unless they have a specific, emotional, behavioural, therapeutic or educational purpose for either an individual child or children within the group.

Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot. Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<p>Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.</p> <p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all bubbles and strategic locations to ensure ease of access.</p> <p>Isolation will take place in an empty classroom which will be cleaned once the pupil has been collected. Staff will be requested to familiarise themselves with the information in the document “Donning and Doffing Standard Personal Protective Equipment (PPE)”</p> <p>Staff have been provided with access to an instructional video regarding the donning and doffing of standard PPE. PPE will be sourced through our normal suppliers and through the OCC Emergency PPE facility.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p> <p>Due to the school being at the limits of its physical capacity, the nearest available and suitable empty space may be some distance from the classroom.</p>

	<p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic rubbish bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and placed in a secure location before being placed in the clinical waste bin once the 72 hour period has elapsed, unless collection of the bin is more than 72 hours later, in which case it can be disposed of directly into the bin.</p>	
<p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID- 19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>	<p>Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>All classrooms and in use areas cleaned daily by contract cleaners.</p>	

8. Keeping occupied spaces well ventilated

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>When the setting is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) 	<p>Staff are encouraged to keep windows and doors open where possible in order to maximise the flow of fresh air. Where this is not possible windows and doors should be opened during periods of non-occupancy in order to flush the room with fresh air.</p> <p>Portable heaters to be deployed where necessary to maintain a comfortable room temperature.</p> <p>Internal doors are kept open where possible in order to maximise the flow of air around the building.</p> <p>Internal fire doors are on an automated door closure system enabling them to remain open.</p>	<p>Some pupil behave in a manner which results in them being a flight risk. In these situations, doors will not be able to be kept open and classes will prioritise the opening of windows.</p> <p>Some class groups contain pupils with complex respiratory issues and as such they will need to balance the risk of children becoming ill through exposure to cold conditions and the risk of not being able to implement additional ventilation. Where necessary additional clinical advice will be sought.</p>
<p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p>		

<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	<p>The school operates a discretionary uniform policy and pupils and staff are encouraged to dress in a manner that enables them to be comfortable. As such individuals can adjust this as necessary.</p> <p>External doors are used as frequently as possible for entry and exit, increasing the flow of air into the building.</p>	<p>Some class groups contain pupils with complex respiratory issues and as such they will need to balance the risk of children becoming ill through exposure to cold conditions and the risk of not being able to implement additional ventilation. Where necessary additional clinical advice will be sought.</p>
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Response to any infection
9. Engage with the NHS Test and Trace process

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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<p>Settings must ensure they understand the NHS Test and Trace process. This means ensuring that staff members and parents and carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • Self isolate and <u>book a test</u> if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them when at the setting - all children and young people can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit. • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • <u>Self-isolate</u> if they or a member of their household is symptomatic, or if they have been in close contact with someone who develops symptoms and/or tests positive for coronavirus (COVID-19) and they are advised to self-isolate by NHS Test and Trace or the PHE Local Health Protection team. 	<p>Staff will be informed of their eligibility for testing and supported to access testing where necessary.</p> <p>Families will be informed of their eligibility for testing and supported to access testing where required, including support with transportation and conducting the test where appropriate through the Oxford Health Trust home testing team for vulnerable families.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#employer-referral</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>All visitors will be logged, with additional details secured for track and trace purposes.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p>	<p>We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity will be treated as a confirmed case. This may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.</p>
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<p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and racing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	<p>Staff will be informed of their eligibility for testing and supported to access testing where necessary.</p> <p>Families will be informed of their eligibility for testing and supported to access testing where required, including support with transportation and conducting the test where appropriate through the Oxford Health Trust home testing team for vulnerable families.</p> <p>The school has been provided with a stock of 10 swab tests for use in exceptional circumstances, either by staff or for providing to families in order to test their own children. This stock will be maintained through additional orders on a three weekly basis.</p>	<p>We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity will be treated as a confirmed case. This may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.</p>
<p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test.</p> <p>All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers.</p>		

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

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

Staff will maintain contact with the families of those children whom they teach. The outcome of the test result will be shared with SLT as soon as it is available.

Where the test outcome is expected over a weekend or during the school holidays, the families will be requested to email the outcome to either the class teacher or Headteacher account.

Where staff need to provide information regarding a test outcome over the weekend or during the holiday, the headteacher's email will be used.

If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must self-isolate for at least 10 days from the onset of their symptoms and then return to the setting only if they do not have symptoms other than cough or loss of sense of smell or taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate for 10 days from the day after contact with the individual who tested positive.

If a child presents at school whilst they should be self-isolating, then they will be treated as if they became unwell whilst in school and isolated from the school community by staff wearing appropriate PPE whilst awaiting their collection.

NHS COVID-19 app

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

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

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Settings can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Settings will be put through to a team of advisers who will inform you what action is needed based on the latest public health advice. The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p>	<p>PHE South East Health Protection Team flow chart located in the Headteachers' office.</p> <p>DfE Symptomatic children action list poster located in the Headteachers' office</p> <p>Thames Valley Health Protection Team phone number is 03442253861</p> <p>Thames Valley Health Protection Team email is TVPHE@phe.gov.uk</p> <p>Systems in place for the contacting of families and transport operators, both within school hours and out of hours.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>As such the implications of a confirmed case on the ability of the school to continue to function could be significantly compromised. PHE and DfE have been approached to secure some hypothetical recommended actions based on a number of realistic scenarios.</p>

If, following triage, further expert advice is required the adviser will escalate your call to the PHE local health protection team.

The advice service (or PHE local health protection team if escalated) will work with settings to guide them through the actions they need to take. Based on their advice, settings must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:

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

The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. To support them in doing so, we recommend settings keep a record of pupils and staff in each group, and any close contact that takes place between children, young people and staff in different groups (see section 6 of the system of controls for more on grouping pupils). This should be a proportionate recording process, sufficient to ensure contact tracing can take place. Settings do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Settings must not share the names of people with coronavirus (COVID-19) unless essential to protect others.	Information will be shared on a need to know basis. General information regarding job role and class will be shared to support staff and families understand risk of transmission.	
Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.	Staff will maintain contact with the families of those children whom they teach. Where there are concerns regarding specific staff SLT will maintain contact, or arrange this to be done by a colleague if preferable.	

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

Template letter will be supplied to families via Parentmail in order to be able to communicate with all affected families simultaneously.

Members of SLT will be available to field any questions or queries from families and provide support to any families who may need it.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the the 10 days from the day after contact with the individual who tested positive. This is because they could still develop the coronavirus (COVID-19) within the remaining days

Families will be supported to access testing where required, including support with transportation and conducting the test where appropriate, through the Oxford Health Trust home testing team for vulnerable families.

ouh-tr.covid@nhs.net

The school has been provided with a stock of 10 swab tests for use in exceptional circumstances, either by staff or for providing to families in order to test their own children. This stock will be maintained through additional orders on a three weekly basis.

- if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends after the original 10-day isolation period) – their household should self-isolate for at least 10 days from the day after the individual who tested positive, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

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

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

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

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#)

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

If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

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

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

Section 2: school operations

Transport

Social distancing has significantly reduced available transport capacity. This guidance sets out a framework for supporting transport to and from schools, with further details set out in the [transport to school and other places of education: 2020 to 2021 academic year guidance](#).

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

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

Settings should encourage staff, parents and pupils to walk or cycle to school if at all possible. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.

Where children and young people rely on public transport to get to school or college, and cannot walk or cycle, the [coronavirus \(COVID-19\): safer travel guidance for passengers](#) will apply. If it is necessary for a childminder to pick up or drop off a child at school and walking is not practical, then a private vehicle for single household use is preferable. Use of public transport should be minimised.

Children and young people must not board home to school transport if they, or a member of their household, has [symptoms of coronavirus \(COVID-19\)](#).

Dedicated school transport, including statutory provision

Local authorities remain under a statutory duty to provide free home to school transport for all eligible children and young people. Local authorities will need to work with special settings to ensure that children and young people can get to their setting. If a child or young person needs transport to get to the setting named in his or her EHC plan, the local authority will normally have to pay for it.

Although the provision of transport for post-16 students is not a statutory duty for local authorities, it is often critical to those learners being able to access college provision. We ask local authorities to continue to provide transport if they had been doing so previously.

Pupils and students on dedicated school services do not mix with the general public on those journeys and tend to be consistent. Therefore, wider transmission risks are likely to be lower. During the autumn term, local authorities are not required to uniformly apply the social distancing guidelines for public transport on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day. What is practicable is likely to vary according to local circumstances.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important, wherever possible, that:</p> <ul style="list-style-type: none"> • social distancing should be maximised within vehicles • children and young people either sit with their ‘bubble’ on school transport, or within the same constant group each day • children should clean their hands before boarding transport and again on disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents 	<p>The majority of pupils are transported to school as a result of their complexity of need or the distance which they live from the school. A significant number will still need to use county transport.</p> <p>Transport services have put in place their own protocols to minimise sustained close contact and how to respond to a suspected or confirmed case of Covid-19.</p> <p>Families who wish to bring their children to school will be accommodated.</p> <p>Class groups will collect from, and return pupils to, the buses on a phased basis with each pair of bubbles going out at five minute intervals.</p> <p>Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time.</p> <p>Parents who are dropping off their child will arrive no earlier than 9:20 and remain in their vehicle until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.</p>	<p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p>

	<p>In the event that school transports a pupil and/or members of their family who are symptomatic, for example to support access to Covid-19 testing, then a sixteen seater minibus will be used, with the driver wearing PPE and the pupil/family wearing face masks if they are able to do so. The family will be seated at the back of the vehicle in order to maximise the distance between them and the driver. School's own transport route has aligned its hygiene protocols with Oxfordshire County Council's fleet transport systems.</p>	
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Dedicated school services can take different forms and the precise approach taken will need to reflect the range of measures that are reasonable in the circumstances. It will require a partnership approach between settings, local authorities, trusts, dioceses and others. In particular, it is imperative that settings work closely with the local authorities that have statutory responsibility for 'home to school transport', as well as a vital role in working with local transport providers to ensure sufficient transport provision. The government has announced additional funding for local transport authorities for this purpose.

Local authorities, working with education settings and transport operators as necessary, should identify the risks arising from coronavirus (COVID-19) and must then work through the system of controls and adopt measures in a way that addresses the identified risk, works in the local circumstances, and allows children and young people to attend their educational setting. Local authorities should take account of the particular needs of children and young people with SEND and, where necessary, be informed by the views provided by the parents and the setting.

The transport guidance for schools acknowledges that implementing bubbles will still bring benefits even if implemented partially, and that settings may need to allow mixing into wider groups in certain circumstances, including on transport. However, we know that vehicle capacity and the complexity of some home to school transport arrangements mean there will often be limits to the extent to which mixing can be minimised. Where it is not possible, the other measures in the system of controls become even more important.

In order to maximise home to school transport capacity, some local authorities have asked some parents to accept personal travel budgets or mileage allowances to take their child to their school or educational institution. This is permissible with the parent's consent but not something parents can insist on. Local authorities should not expect parents to commit to accepting a personal payment or mileage allowance for a specified period of time, particularly in the current economic climate, and participation will not impact future eligibility on dedicated school transport. The local authority will need reasonable notice to put home to school arrangements back in place for the child or young person when required again.

Face coverings and PPE on dedicated school transport

In accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the [safer travel guidance for passengers](#). Settings should support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.

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

Face coverings should not be worn by those who may not be able to handle them as directed, for example, young children, or those with special educational needs or disabilities (SEND) as it may inadvertently increase the risk of transmission. Additionally, some children and young people may need to be able to lip-read, or see people's faces, in order to communicate, while others may be distressed if the people around them wear face coverings.

Children and young people will need to understand how to handle their face covering properly to ensure that any additional risks associated with their use are identified.

Transport operators should conduct a risk assessment for all their operations including dedicated school transport services. This will determine the most appropriate safety measures to put in place such as for social distancing and face coverings. The [guidance for operators](#) provides further advice for staff.

Fluid-resistant surgical masks, gloves, aprons and eye protection used by healthcare and other workers as part of personal protective equipment (PPE) should continue to be reserved for people who need to wear them at work. Drivers and passenger assistants will not normally require PPE on home to school transport, even if they are not able to maintain a distance from the children and young people on the transport. However, where the care a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. For more information, read:

[How should I care for children who regularly spit or require physical contact?](#)

[guidance on the specific steps that should be taken to care for children with complex medical needs, such as tracheostomies \(this includes aerosol generating procedures\)](#)

Attendance

Attendance expectations

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

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

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

Pupils and students who are clinically extremely vulnerable or self-isolating

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

- they have had symptoms or a positive test result themselves
- they live with someone that has symptoms or has tested positive and are a household contact
- they are a close contact of someone who has coronavirus (COVID-19)

For individuals who are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support. Our published definition of vulnerable children includes young people are defined as those who have a social worker or an education health and care (EHC) plan or those who are deemed otherwise vulnerable by the school or the local authority.

More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Far fewer children should remain in the clinically extremely vulnerable group in the future following their routine discussions with their clinician.

The advice for pupils in local restrictions tiers 1 to 3 who remain in the clinically extremely vulnerable group is that they should continue to attend school unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.

Shielding advice is currently in place in tier 4 areas, and so all children and young people still deemed clinically extremely vulnerable are advised not to attend school.

Those who remain under the care of a specialist health professional may need to discuss their care with their health professional at their next planned clinical appointment - more advice is available from the Royal College of Paediatrics and Child Health.

Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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<p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.</p> <p>For pupils who are self-isolating, or shielding and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support. Our published definition of vulnerable children includes children and young people who have a social worker or an education health and care (EHC) plan or those who are deemed otherwise vulnerable by the school or the local authority.</p> <p>Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), their absence will not be penalised.</p>	<p>Staff will assess the appropriateness of access to remote education on a pupil specific basis in partnership with families, and determine what is practical, deliverable in the home and likely to have the greatest impact on the child. How to achieve what is in the best interests of the child will be negotiated with the family. No work will be provided for those off ill, only if they are well but absent through shielding.</p> <p>The attendance of pupils who are defined as ‘clinically extremely vulnerable’ or ‘clinically vulnerable’ will be determined in consultation with colleagues from the NHS and families in line with the guidance set out in https://www.rcpch.ac.uk/sites/default/files/generated-pdf/document/COVID-19---%2527shielding%2527-guidance-for-children-and-young-people.pdf</p> <p>Staff will maintain contact with the families of those children whom they teach.</p> <p>Where there are concerns regarding specific staff SLT will maintain contact, or arrange this to be done by a colleague if preferable.</p>	<p>The school is insufficiently resourced to be able to provide the necessary equipment and technology to families whilst maintaining in school provision for those who remain in school.</p>
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Pupils and families who are anxious about returning to their educational setting

All other pupils must attend their setting. Support should be put in place to address the potential concerns of pupils, students and families who may be reluctant or anxious about attending. This may include:

- pupils who were previously shielding but have been informed that this is no longer routinely advised
- those living with someone who is clinically vulnerable or extremely clinically vulnerable
- those concerned about possible increased risks from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or those with certain health conditions such as obesity and diabetes.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p>	<p>A summary of the protective measures will be shared with all families and staff.</p> <p>School will discuss what specific concerns families may have, in partnership with colleagues from Health, in order to determine whether additional protective measures may be necessary for specific children to be able to attend.</p>	
<p>Some children and young people with EHC plans will need preparation for their return to full provision. This preparation might include visits to the setting, social stories, and any other approaches that they and local authorities would normally use to enable a child or young person with SEND who has spent some time out of education, to return to full time attendance.</p>	<p>Staff will identify, on a pupil specific basis, any children who they feel may need an individualised approach to supporting their return to school. Any adjustments will be enacted on the basis of evidence of need and in partnership with families.</p>	

A reasonable adjustment for a child or young person with SEND who has found lockdown exceptionally difficult socially and emotionally may involve a brief phased return to school but this decision should be taken in discussion with parents or carers and in response to the needs of an individual child, not applied as a blanket policy for all children or young people at a setting. Any phased return or part-time learning arrangements should always be temporary measures which are agreed with the family in advance, kept under review and removed as soon as possible. This will ensure that children and young people with SEND benefit as quickly as possible from a full return to school and access to the support services that they need.

Staff will identify, on a pupil specific basis, any children who they feel may need an individualised approach to supporting their return to school. Any adjustments will be enacted on the basis of evidence of need and in partnership with families.

Action for all settings and local authorities

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>There is separate guidance on recording attendance at <u>addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020/2021 academic year</u>. We are asking settings to work with families to secure regular attendance as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>We are asking schools and local authorities to:</p> <p>Continue to communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate)</p>	<p>School staff, in partnership with colleagues from Health, will work with families in order to determine any social, emotional, educational or health related changes that may have occurred during their time away from school, in order to ensure that the reestablishment of expectations are well matched to individual need.</p>	

Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, those who were persistently absent before the pandemic and those who have not engaged with the school regularly during the outbreak.

Use the additional catch-up funding, existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to support the families who need additional support to secure pupils' and students' regular attendance.

Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.

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

School staff, in partnership with colleagues from Health, will work with families in order to determine any social, emotional, educational or health related changes that may have occurred during their time away from school, in order to ensure that the reestablishment of expectations are well matched to individual need.

Workforce of settings		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow.</p> <p>Where settings implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children, young people and staff where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments.</p> <p>Most school-based roles are not ideally suited to home working and settings may expect most staff to attend. Some roles, such as some administrative roles, may be conducive to home working, and senior leaders should consider what is feasible and appropriate.</p>	<p>Where staff fulfil a function within the school that does not require them to be located full time on the school site, an informal assessment will be conducted to determine whether it is feasible or appropriate for some or all of their role to be conducted from home. This will consider the impact on the completion of the role, but also the impact on staff wellbeing and the broader effectiveness of the school.</p>	

<p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 6 of the 'Prevention' section.</p>	<p>Active monitoring of adherence to the enhanced hygiene protocols will take place throughout the day by SLT. Key areas for improvement will be addressed through the daily staff briefing, with teachers cascading information to class teams.</p> <p>Covid-19 Health and Safety to be a standing item on SLT Meetings and whole school staff Zoom meetings.</p>	
<p>School leaders should explain to staff the measures put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend settings. If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p>	<p>Active monitoring of adherence to the enhanced hygiene protocols will take place throughout the day by SLT. Key areas for improvement will be addressed through the daily staff briefing, with teachers cascading information to class teams.</p> <p>Protective measures have been summarised and each class provided with a copy.</p> <p>Covid-19 Health and Safety to be a standing item on SLT Meetings and whole school staff Zoom meetings.</p> <p>Individual conversations will be available for those who have specific concerns or suggestions for improvements to practice.</p>	

Staff who are clinically extremely vulnerable		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed <u>clinically extremely vulnerable</u> (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tiers.</p> <p>In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work.</p> <p>Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</p> <p>Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.</p> <p>All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p>	<p>Staff who are defined as ‘clinically extremely vulnerable’, will be supported to work from home where appropriate.</p> <p>Where staff elect to attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p> <p>If staff, not ordinarily in school, do need to attend the site, for example in order to collect or drop off materials or resources, this should be done after normal teaching hours where the number of people on site will be reduced.</p>	

All staff can continue to attend school in local restriction tiers 1, 2 and 3.
Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.

Further guidance to the clinically extremely vulnerable is available.

Where staff attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.

This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.

Staff who are clinically vulnerable

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Clinically vulnerable staff can attend school. While within the setting they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible, avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p>	<p>Where staff fulfil a function within the school that does not require them to be located on the school site, arrangements will be put in place to enable home working.</p> <p>Where staff attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p> <p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p>	

<p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	<p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p>	
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Staff who are pregnant

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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<p>Pregnant women are in the ‘clinically vulnerable’ category, and are generally advised to follow the above advice, which applies to all staff in schools. For more information, pregnant women can also read <u>guidance and advice on coronavirus (COVID-19) and pregnancy</u> from the Royal College of Gynaecologists. All pregnant women should take particular care to practice frequent, thorough hand washing and cleaning of frequently touched areas in their home and/or workspace.</p>	<p>Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.</p>	<p>It is likely that staff with classroom based roles will need to adjust the way in which they work, due to the inability of all pupils to consistently observe social distancing.</p>
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<p>An employer’s workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.</p> <p>If a school is notified that an employee is pregnant, breastfeeding or has given birth within the last six months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first six months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them.</p>	<p>Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.</p>	
<p>While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p>	<p>Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.</p>	

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <u>COVID-19: review of disparities in risks and outcomes report</u>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can attend their setting as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p>	<p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p> <p>Where possible staff with a heightened level of risk will work with groups of older and therefore more independent young people, reducing the extent to which regular close contact is necessary.</p> <p>Staff with a heightened level of risk will be welcome to wear a face covering where necessary.</p> <p>Where staff elect to attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p>	
<p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>	<p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p>	

Employer health and safety and equalities duties

Employers have a legal obligation to protect your employees and others from harm. They should continue to assess health and safety risks in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help settings to meet their legal duties to protect employees and others from harm – see [COVID advice from the Health and Safety Executive](#).

The Health and Safety Executive published [guidance on first aid during coronavirus](#) (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands

Settings should continue to meet their equalities duties. Guidance is available at [Equality Act 2010: advice for schools](#).

Supporting staff

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Employers should have regard to staff (including headteacher) work life balance and wellbeing. They should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.	The school considers carefully the way in which workload can be managed successfully and this approach has also fed in to the response to the pandemic. Staff have been kept updated throughout the process with regards to operational changes that are being made and opportunities for consultation and discussion have been included in this.	

<p>All employers have a duty of care to their employees, and this extends to their mental health. Settings will already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending. DfE is providing additional mental health support for both pupil and staff wellbeing during the pandemic. Information about the <u>extra mental health support for pupils and teachers</u> and the <u>Wellbeing for education return</u> programme is available.</p>	<p>The school subscribes to a staff wellbeing function as part of the staff insurance policy, which provides access to emotional support, as well as access to private health care for some aspects of physical health.</p> <p>The school also promotes a culture of openness where staff are actively encouraged to speak to staff about any concern that they may have, and this has been evident during the schools response to the pandemic, shaping our decisions and how we communicate.</p>	
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The Education Support Partnership (<https://www.educationsupport.org.uk/>) provides a free helpline for school staff and targeted support for mental health and wellbeing

Staff deployment		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Settings may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with the individuals.	<p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p>	Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.

<p>We recognise that special settings will need to develop plans for deployment of staff that account for the below factors.</p> <p>Education and care for many children and young people with EHC plans often involves specific ratios and specific training, for staff.</p> <p>Many staff in special settings provide interventions or care involving close contact to children and young people who may not be grouped together under the system of controls adopted by a setting.</p> <p>Furthermore, some staff will work across settings. Where possible, these interventions and care should be provided as normal, because they will be important in enabling children and young people to access and benefit from education.</p>	<p>The planning for the 20/21 academic year has considered carefully how these factors will be addressed, as would be the case in any school year.</p> <p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p> <p>Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.</p>
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Staff who deliver these interventions will need to be particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it), but additional PPE compared to what they would normally use for those interventions, is not recommended, unless dealing with symptomatic children or young people. The specialisation and the peripatetic nature of much staffing in special settings also makes the flexible deployment of staff more challenging. For example, in cases where only one member of staff is trained in a particular intervention, and that member of staff needs to self-isolate due to coronavirus (COVID-19) symptoms, it will generally not be possible to move a staff member without the training into that role. Settings and local authorities may wish to have discussions about these circumstances – for example, whether their usual supply staff avenues are available to them, whether an additional staff member could be trained, or whether two settings could work together to offer each other resilience.

The planning for the 20/21 academic year has considered carefully how these factors will be addressed, as would be the case in any school year.

Class teams where training in specific interventions or processes is required, will receive that training in advance of the pupils returning. There will be sufficient staff trained within each team that incidental absence should not be problematic.

It is important that planning builds-in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and settings may wish to draw on the Department for Education’s [workload reduction toolkit](#).

The school considers carefully the way in which workload can be managed successfully and this approach has also fed in to the response to the pandemic. Staff have been kept updated throughout the process with regards to operational changes that are being made and opportunities for consultation and discussion have been included in this. We do not anticipate there being an additional workload as a result of managing the pupils return.

DfE has also published a range of resources, including [case studies to support remote education](#) and help address staff workload, this includes case studies on managing wellbeing.

If having pursued all the immediate options available, settings still have concerns about their staffing capacity they should talk to their local authority or trust.

Deploying support staff and accommodating visiting specialists

Settings should minimise the number of visitors where possible, however, visiting specialists such as therapists, clinicians, peripatetic teachers and other support staff for pupils with SEND should provide interventions as usual, including moving between settings as required. Such specialists will be aware of the PPE most appropriate for their role.

Where support staff capacity is available, settings may consider using them to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies)

Setting leaders should be satisfied that the person has the appropriate skills and experience to carry out the work. Managers should discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that:

- safe ratios are met
- specific training is undertaken if needed
- only those with appropriate checks are allowed to engage in regulated activity - full guidance is provided in part 3 of [keeping children safe in education](#)

The Education Endowment Foundation (EEF) has published [guidance to help settings make the best use of their teaching assistants](#).

Recruitment

Recruitment should continue as usual. The government's [Teaching Vacancies](#) service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.

As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of [implementing interviews remotely](#). There is also advice that can be sent to candidates on [how to prepare for remote interviews](#).

Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.

When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance [keeping children safe in education](#). 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 supported by materials DfE is making available to all schools based on the [early career framework](#) reforms, to support them as they start their teaching career. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package being offered to some 2,000 NQTs from the autumn. In addition, around 3,000 NQTs will be offered a one-year version of the structured support package.

Supply teachers and other temporary or peripatetic teachers

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings can continue to use supply staff during this period. We recommend that they consider using the Crown Commercial Service's agency supply deal, because this offers a list of preferred suppliers that must be transparent about the rates they charge. They can get direct support from Crown Commercial Services on how to use the agency supply deal by emailing supplyteachers@crowncommercial.gov.uk with the school's details and contact details.</p>	<p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>We do not routinely use commercial supply agencies.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
<p>Supply staff and other temporary workers can move between settings but school leaders should minimise the number of visitors to the setting if possible. Supply staff are expected to comply with the settings arrangements for managing risk. To minimise the numbers of temporary staff entering your premises, school leaders may wish to use supply teachers for longer assignments and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.</p>	<p>We do not routinely use commercial supply agencies.</p> <p>Where there are regular additional staff attending the school, such as sports coaches, then this will be risk assessed with the intention that these additional staff observe enhanced hygiene routines and social distancing.</p>	

Expectation and deployment of initial teacher trainees

We strongly encourage settings to consider hosting ITT trainees. Demand for teacher training is high this year and while it is understandable that settings will have prioritised other activity, there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting settings. Settings should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both setting and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Trainees could:</p> <ul style="list-style-type: none"> • take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch up lessons • be engaged in wider professional activity, for instance tackling pupil, family and setting needs by learning about and identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues • develop or engage in working groups to share best practice around resilience, commitment and team working • co-plan, co-teach and co-assess lessons with their mentors or other trainees - paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload • <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <u>legislation</u> and guidance relevant to ITT</p>	<p>We will continue to host trainee teachers and others on formal qualifications. These staff will be located within one bubble and will be expected to follow the same enhanced hygiene routines and processes as all other staff.</p> <p>Details of the schools systems and processes will be provided as part of their induction to ensure adherence with school risk assessment.</p>	

Performance management and appraisal

Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in 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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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The government has set a requirement for people returning from some countries to quarantine for 14 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 their settings during term time. We recommend that 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 local restrictions 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 whether they could temporarily amend working arrangements to enable them to work from home.

Other support		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Volunteers may be used to support the work of the setting, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where settings and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <u>Keeping children safe in education</u>.</p> <p>Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>	<p>We will continue to host volunteers as in many cases they are critical to the operation of the school. Volunteers will be located within one bubble and will be expected to follow the same enhanced hygiene routines and processes as all other staff.</p> <p>Details of the schools systems and processes will be provided as part of their induction to ensure adherence with school risk assessment.</p>	
Safeguarding		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings should consider revising their child protection policy, led by their Designated Safeguarding Lead, to reflect the return of more pupils. Settings must have regard to the statutory safeguarding guidance, <u>Keeping children safe in education</u></p>	<p>Safeguarding Policy has been updated to reflect KCSIE 2020.</p>	

<p>Designated safeguarding leads and deputies should have sufficient time, especially in the first few weeks of term to:</p> <ul style="list-style-type: none"> • provide additional support to staff, children and young people regarding any new safeguarding and welfare concerns • handle referrals to children’s social care and other agencies, if appropriate <p>Agencies and services should prepare to work together to actively look for signs of harms.</p>	<p>Workload demands will be monitored carefully and additional time and/or support will be provided in order to ensure that concerns or referrals are dealt with in a timely and effective manner.</p>	
<p>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 their setting.</p>	<p>School Nursing team on site and involved in complex safeguarding cases with a medical component.</p>	

Health and Safety

Emergency treatment, for example, provision of first aid, should be prioritised and given promptly in the event of an emergency. This means that people do not have to stay 2 metres apart if emergency assistance is required. People involved in the provision of assistance of others should pay particular attention to hygiene measures immediately afterwards, including washing hands.

The guidance on [safe working in education, childcare and children's social care settings](#) explains the strategy for infection prevention and control, including the specific circumstances in which PPE should be used, to enable safe working during the coronavirus (COVID- 19) pandemic. It applies to staff working in education, childcare and children's social care settings in England as well as the children and young people who attend these settings and their parents or carers.

It includes guidance on:

- how to work safely in specific situations, including where PPE may be required
- what care should be taken in residential settings
- specific steps needed to care for children and young people with complex medical needs, including aerosol generating procedures (AGPs)
- caring for children and young people who regularly spit or require physical contact
- disposal of PPE and face coverings

Catering		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We expect that kitchens will be fully open during the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate but must comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u>.</p>	<p>Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.</p> <p>Arrangements for the continued provision of FSMs for children not attending school are in place.</p> <p>Arrangements for when and where each bubble will take lunch (and snack time if necessary) are in place so that children do not mix with children from other bubbles. This will result in the majority of class groups eating their lunch in their classrooms.</p> <p>Systems on place for the socially distanced collection of meals for classes eating within their classrooms are in place.</p>	

Estates

Settings 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 consider it necessary for settings to make significant adaptations to their site to enable them to welcome all children and young people back. We also do not think they will need to deliver any of their education on other sites 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 settings may decide to make small adaptations to their site, such as additional wash basins. This will be at the discretion of individual settings, based on their particular circumstances.

It is important that, 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) pandemic, water system stagnation can occur, 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](#). Also see the guidance on keeping settings well ventilated in section 8 of the system of controls.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak	Doors and windows will remain open where it is safe to do so.	The individual complexities of some of the pupils who attend the school mean that it may not be safe to have doors remain open in a number of classes. The immediate risk of a child leaving the classroom or indeed site may be more significant than the risk associated with reduced ventilation. This will be determined on a class by class basis.

Educational visits		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage. This advice remains under review.</p> <p>We continue to advise against domestic (UK) overnight educational visits.</p> <p>The department recognises the enormous benefits overnight residential educational visits can provide for children.</p> <p>In February 2021, we will review the possibility of changing our advice for overnight residential education visits to resume from Easter 2021 on the provision the scientific evidence supports any such change.</p> <p>This advice will therefore be reviewed and updated again in February 2021.</p> <p>Settings have continued to be able to take pupils on non-overnight domestic educational visits. These has included any trips or placements connected with a pupil or student's preparation for adulthood (for example, workplace visits or travel training).</p>	<p>Staff wishing to make use of off site learning opportunities will need to complete a Covid-19 specific risk assessment, in order to identify any additional factors that may need to be considered.</p> <p>Classes will not mix when undertaking off site learning opportunities, with the exception of KS5 which operates as a single class group.</p> <p>Consideration will need to be given to parental perspectives around off site learning and what individual protective measures they judge that their children require in order to access these opportunities.</p>	

Settings should also make use of outdoor spaces in the local area to support the delivery of the curriculum. As normal, they should undertake full risk assessments in relation to all educational visits to ensure they are planned and carried out safely and in line with relevant local restriction tiers guidance, such as keeping children within their consistent group and any coronavirus (COVID-19) secure measures on transport and at the destination.

Settings should consult [health and safety on educational visits guidance](#) 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 you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider.

Staff wishing to make use of off site learning opportunities will need to complete a Covid-19 specific risk assessment, in order to identify any additional factors that may need to be considered.

Classes will not mix when undertaking off site learning opportunities, with the exception of KS5 which operates as a single class group.

Consideration will need to be given to parental perspectives around off site learning and what protective measures they judge that their children require in order to access these opportunities.

School uniform

It is for the governing body of a setting (or the academy trust, in the case of academies) to make decisions regarding uniform. Some settings may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a setting.

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

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

Wraparound provision and extra-curricular activity

Settings should, where possible, have resumed any breakfast and after-school provision during the autumn term. They should work closely with any external wraparound providers which their children and young people may use, to ensure that as far as possible they can be kept in a group with others 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, schools and external providers may need to group children with others from outside their school day bubble and / or from a different school. This may happen, for example, if only one or two children are attending wraparound provision from the same school day bubble and / or where 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 settings may need to respond flexibly and build this provision up over time. This provision will help to:

- ensure pupils have opportunities to re-engage with their peers and with the setting
- ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons
- provide enrichment activities
- support working parents.

Settings 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 when planning extra-curricular provision. This includes advising parents to limit the number of different wraparound providers they use as much as possible. Where parents use childcare providers or out of setting extra-curricular activities for their children, settings should encourage them to assure themselves that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. DfE has also issued guidance for parents and carers, which they may want to circulate.

Settings 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 / holiday clubs or activities. In doing so, they should ensure that they work with providers to consider how they can operate within their wider protective measures and should have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring that they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym/leisure facilities.

Settings 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. Parents or carers of disabled children may continue to access respite care to support them in caring for their disabled child. Further information on this is available at guidance for children's social care services.

Section 3: curriculum, behaviour and pastoral support

This section sets out the principles and expectations for curriculum planning to ensure that all pupils are given the catch-up support they need to make substantial progress by the end of the academic year. The key principles that underpin our advice on curriculum planning are:

- 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
- high-quality remote education: where needed, remote education is high-quality, safe and aligns as closely as possible with in-setting provision - settings should continue to build their capability to educate pupils and students remotely

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>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</p> <p>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, settings may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p>	<p>Staff will focus on implementing the curriculum in full from September, including the pupils' Individual Education Plans.</p> <p>There will be some restrictions in place with regards to subject specific spaces due to limitations in daily use and the consequences of the flood remediation works. As such, some activities will need to take place in the classroom that would ordinarily happen elsewhere.</p> <p>The focus will be on reestablishing routines and expectations and delivering the priorities set out within the pupils' Individual education plans.</p>	

Aim to return to the setting's normal curriculum in all subjects by summer term 2021

Substantial modification of the curriculum may be needed at the start of the year to address gaps in pupils' knowledge so teaching time should be prioritised to these. The aim should be to return to the normal curriculum content by no later than the summer term 2021.

Staff will focus on implementing the curriculum in full from September, including the pupils' Individual Education Plans.

There will be some restrictions in place with regards to subject specific spaces due to limitations in daily use and the consequences of the flood remediation works. As such, some activities will need to take place in the classroom that would ordinarily happen elsewhere.

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. Avoid introducing unnecessary tracking systems and instead make effective use of regular formative assessment, such as quizzes, observing pupils in class, talking to pupils to assess understanding and scrutiny of pupils' work.

The focus will be on reestablishing routines and expectations and delivering the priorities set out within the pupils' Individual education plans.

Where necessary, based on clear evidence of need, staff may reassess pupils in order to determine whether the period of time missed has resulted in previously acquired knowledge and skills being lost. Where this is the case, time will be taken to focus on these areas prior to moving on to the current developmental priorities.

<p>Integrate remote education into school curriculum planning</p> <p>Remote education may be an essential component in the delivery of the school curriculum for some pupils alongside classroom teaching, or in the case of a local restrictions.</p> <p>All settings 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.</p> <p>They may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. They 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 during the autumn term. There should also be a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p> <p>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils become compulsory from September 2020. Settings are expected to start teaching them by at least the start of the summer term 2021.</p>	<p>The bespoke nature of the provision means that developing a generic remote offer will be unlikely to be suitable for all pupils. Where access to remote learning is required, staff will liaise with the family of the pupils affected in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>It is likely that this will be a combination of Individual Education Plan based activities, lessons selected from the Oaks National Academy and activities provided by Therapy staff.</p>	<p>The ability to make provision for pupils may be limited by the availability of suitable resources to be able to resource the classroom and pupils at home.</p> <p>The provision of Covid Catch Up Funding across two academic years is further hampering the supply of sufficient resources.</p>
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Specific points for early years foundation stage 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 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, the arts, physical education/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 most pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education, religious education and relationship, health and sex education.

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 decision is available at [proposed changes to the assessment of GCSEs, AS and A levels in 2021](#).

We expect most pupils in years 10 and 11 to continue to study their examination subjects. In exceptional circumstances, it may be in the best interest of a year 11 pupil to discontinue an examined subject. Settings may decide that they would achieve better results in their remaining subjects, especially in English and mathematics.

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

Key stage 5 has less scope than key stage 4 to drop an examined subject because students take fewer qualifications. Discontinuing a subject is likely to limit choices for further study and employment, so we expect this to be rare.

Music, dance and drama in school

Music, dance and drama build confidence, help children and young people live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be a cumulative risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the Department for Culture, Media and Sport (DCMS) for [professionals and non-professionals in the performing arts](#). It is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below

Minimising mixing groups and volume control

Settings must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. 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.

Class sizes are no more than ten pupils, supported at any one time by three support staff, one teacher and up to two midday carers.

No more than one part-time arrangement in each class.

Classes will be combined to create six bubbles based on EYFS, KS1 KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.

Musical equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.

Additionally, they should aim to keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, using 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, it should follow the guidance on handling equipment

Specialist teaching spaces are small enough to negate the need for shouting.

Music volume levels will be kept to a level that mean shouting is not required.

<p>Performances</p> <p>Schools in local restriction tier 3 and 4 areas should not host performances with an audience.</p> <p>Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as the use of live streaming and recording, subject to the usual safeguarding considerations and parental permission.</p> <p>Schools in other local restriction tier areas planning an indoor or outdoor face-to-face performance in front of a live audience, schools 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.</p>	<p>Not applicable as all live performances have been suspended indefinitely, but this will be kept under review and advice sought should they be reinstated.</p> <p>The school's Christmas production will be delivered as a video based remote event.</p>	
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Music teaching in special schools and other specialist settings, including singing, and playing wind and brass instruments in groups

When planning music provision for the next academic year, settings 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.

Class sizes are no more than ten pupils, supported at any one time during lessons by three support staff and one teacher.

Specific rooms for Music, Dance and Drama are large enough to maintain a safe distance.

These rooms are only being used by two groups per day, once per morning and once per afternoon to ensure cleaning between uses.

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.

Class sizes are no more than ten pupils, supported at any one time during lessons by three support staff and one teacher.

The school choir will be trialled by zoom rather than within a single room

A specific risk assessment for the delivery of the school choir will be produced and kept under review in line with national guidance.

Drama room extractor fan to be turned on at all times.

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.

Not applicable as singing groups are small (See above) and no wind or brass playing currently takes place in school.

Class teachers will not be planning for the use of any instruments that require the children to blow, e.g recorders, horns, whistles etc.

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.

Face to face singing between pupils will be avoided and adults leading the session will maintain 2 Metre distancing.

Supporting adults will sit next to, rather than in front of pupils, where possible.

Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.

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 adopting these cumulative risk mitigation measures, the overall risk will be reduced.

Face to face singing between pupils will be avoided and adults leading the session will maintain 2 Metre distancing where possible.

No wind or brass playing currently takes place in school.

<p>Handling equipment and instruments</p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p>Handwashing</p> <p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p>Avoiding sharing instruments</p> <p>Avoiding sharing instruments and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following <u>government guidance on cleaning and handling equipment</u> - instruments should be cleaned by the pupils playing them, where possible</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p>	<p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p> <p>Pupils will be provided with their own instrument where at all possible in order to reduce the need to share</p> <p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same class bubble.</p> <p>Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to explore/play instruments effectively without close support.</p>
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Physical activity in schools		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings have the flexibility to decide how physical education, sport and physical activity whilst following the measures in their system of controls.</p> <p>In considering what team sports can be offered, those whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework.</p> <p>Pupils and students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p>	<p>Staff will focus on implementing the physical development curriculum in full from September, including the pupils' Individual Movement Plans.</p> <p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p> <p>Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labeled as not for use, with the date of when they can be put back in to circulation noted.</p> <p>Outside spaces will be prioritised for use.</p>	

Settings can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble

Equipment that has been used should also be sprayed or wiped at the end of the school day.

Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot.

Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labeled as not for use, with the date of when they can be put back in to circulation noted.

Outside spaces will be prioritised for use.

Indoor swimming pools, used by settings for education and training, including hydrotherapy pools used for physical therapy, can continue to be used.

Schools should refer to the following guidance: [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroots sport advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#) guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](#)

Separate risk assessments will be completed for the reopening of the hydrotherapy pool, informed by industry advice and developed by the pool manager based on the specific characteristics of the school pool.

The use of the pool for Hydrotherapy processes, as defined within pupils' EHCPs, will be prioritised.

<p>Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities if they are satisfied that this is safe to do so within their wider protective measures. Where appropriate for children and young people they can support them to be physically active while maintaining physical distancing with activities such as active miles, making break times and lessons active and encouraging active travel.</p>	<p>Where there are regular additional staff attending the school, such as sports coaches, this will be risk assessed with the intention that these additional staff observe enhanced hygiene routines and social distancing.</p>	
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Schools in tier 4

PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.

Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external facilities, including other schools' facilities, can also be used in line with government guidance for the use of, and travel to and from, those facilities and schools' own systems of controls.

Catch up support

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

£650 million of universal catch-up premium will be allocated to schools to support all children and young people to catch up, with additional weighting for specialist settings, recognising the higher costs they face. It will be available for all state-funded mainstream and special schools, and alternative provision including maintained hospital schools and academies and independent special schools. Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to year 11.

Special schools, AP schools and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.

It will be up to school leaders to decide how to spend the money. The Education Endowment Foundation has published guidance on effective interventions to support schools.

For pupils with complex needs, we strongly encourage you to spend this funding on catch-up support to address their individual needs, including:

- speech and language therapy
- travel training
- education psychologist time
- other small group and individual interventions – this could be direct, with the specialist spending time with the pupil, or indirect, with the specialist spending time with school staff to design an intervention

This funding will be provided in 3 tranches. We will provide settings with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special schools, AP settings, hospital schools and special schools not maintained by a local authority. We will then distribute a second grant payment in early 2021, based on updated pupil and place data.

For specialist settings we will use:

- 2019 to 2020 academic year place numbers from the published local authority 2019 to 2020 financial year budget returns for local authority maintained schools
- the published high needs place numbers for the 2020 to 2021 academic year for academies and special schools not maintained by a local authority

The final payment will be in the summer term 2021.

Alongside this universal offer, we will roll out a National Tutoring Programme, worth £350 million, to provide additional, targeted support for those children and young people who need the most help which will increase access to high-quality tuition for disadvantaged and vulnerable children and young people, helping to accelerate their academic progress and tackling the attainment gap between them and their peers. It includes:

- a 5 to 16 programme that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020
- a 16 to 19 fund for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of coronavirus (COVID-19)
- a reception year early language programme that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial

Extending provision set out in an education, health and care plan

We do not anticipate that children and young people will need to repeat a year of educational provision as a consequence of the coronavirus outbreak. This also applies to those with EHC Plans. Similarly, we do not anticipate that young people will need to remain in education any longer than originally set out in their EHC Plan.

However, in a small number of individual cases it may be appropriate for a child or young person to extend their current educational provision or have their EHC plan extended. In most cases this would consist of an individualised programme for a term or half term.

In all circumstances, this would need to be decided by the local authority, following a review of the child or young person's needs and EHC plan.

Parents and young people can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with certain decisions made by their local authority in relation to Education, Health and Care (EHC) needs assessments and plans.

Extending provision in a school setting for those aged 19 and over

School funding regulations do not allow for those aged over 19 to remain in a school setting, unless given exceptional approval by the Secretary of State for Education.

In the exceptional circumstances that a local authority decides that a young person would be best served by remaining in a school setting after they have turned 19 years of age, the local authority must apply for a relaxation of the normal rules for continuing financial support to schools of all kinds for students aged 19 and over, under the established Education and Skills Funding Agency process.

Pupil wellbeing and support		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Pupils may be experiencing a variety of emotions as a consequence of the coronavirus (COVID-19) pandemic such as anxiety, stress or low mood. This may be particularly acute for vulnerable children and young people, including those with complex needs. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to their educational setting; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return. The return to education settings allows social interaction with peers, carers and teachers, which benefits wellbeing.</p>	<p>The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.</p> <p>Staff will take an individualised approach to providing the pupils with the necessary emotional support required to secure a positive return to school.</p>	
<p>The government has recently announced the <u>wellbeing for education return</u>, training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of 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 skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</p> <p>Settings can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</p>		

Additionally, DfE, PHE and NHS England hosted a free webinar for school and college staff in July to set out how to support returning pupils and students. This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.

WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence and about transition planning for post-year 11 destinations. WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event.

You can access WSS resources on the Whole School SEND Resource page of the SEND Gateway and professionals in the schools' workforce can sign up to the Community of Practice to be kept up to date with further information.

DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time.

<p>Settings should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>They should provide more focused pastoral support where issues are identified, drawing on external support if necessary. They should consider the support needs of particular groups where they are already aware they need additional help, like those in need, and any newly vulnerable groups.</p>	<p>The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.</p> <p>Staff will focus on the building of friendships and the reestablishment of social engagement as part of their usual start of year activities and routines</p> <p>Staff will take an individualised approach to providing the pupils with any additional emotional support required to secure a positive start to the school year.</p>	
<p>Teachers may wish to access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma and bereavement.</p> <p>MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.</p> <p>Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate.</p>		

<p>Settings should work with school nursing services to support the health and wellbeing of pupils and students. School nurses as leaders of the <u>Healthy Child Programme</u> can offer support for:</p> <ul style="list-style-type: none"> • resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • pupils with additional and complex health needs • vulnerable children and keeping children safe <p>Settings and school nurses need to work together to ensure the delivery of the healthy child programme, which includes immunisation, working together to identify health and wellbeing needs.</p>	<p>The School Nursing team is based on site, providing the opportunity for close liaison. This will include the identification and response to concerns regarding the health and wellbeing of pupils within the school.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p>	<p>Initially clinics will be limited or conducted remotely due to the constrictions on space due to the flooding remediation work.</p> <p>Clinics which require visiting professionals to see children who require adult support from across multiple bubbles (e.g. Vaccinations or eye Tests) will be delayed until after the October half term in order to evaluate the level of risk following the return of the school population.</p> <p>Families will be encouraged to access these services independent of school involvement in order to minimise the risk of transmission between bubbles within the school.</p>
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Behaviour expectations

Attending education is vital for the education of all children and for their wellbeing – time out of school is detrimental for children’s development, particularly for disadvantaged and vulnerable children. All children and young people value the structure and routine of regular attendance as well as the support and strong positive relationships provided by their school or college. It is critical that all children can once again benefit from a full-time, 5 day a week, on-site education.

We recognise, though, that the prolonged period of absence from schools and colleges may contribute to disengagement with education upon return to school, resulting in anxiety which could lead to an increased incidence in poor behaviour. School leaders should be mindful that disruptive behaviour might be the result of unmet educational or other needs and whether a multiagency assessment is necessary.

We know that some pupils and students will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked- after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Settings will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return.

Settings should consider updating their behaviour policies with any new rules or policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available in the guidance on [behaviour and discipline in schools](#). They should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within the school and new hygiene rules. Settings will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in an increased incidence of poor behaviour. Settings should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

To assist all school leaders and staff in welcoming back all pupils, we have published [a tool for mainstream schools to support the re-engagement of pupils](#) and the return to orderly and calm environments in which all pupils can achieve and thrive.

In the event that a pupil's behaviour warrants disciplinary action, the normal rules apply and the disciplinary powers, including exclusion, that schools currently have, remain in place. Permanent exclusion should only be used as a last resort and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Headteachers should, as far as possible, avoid permanently excluding any pupil with an education, health and care plan or a looked after child.

We have reiterated to schools that they should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked-after child.

Where a looked after child is at risk of exclusion, the virtual school head, working with others, should consider what additional assessment and support needs to be put in place to help the school address the causes of the child's behaviour and prevent the need for exclusion, and make any additional arrangements to support the child's ongoing education in the event of an exclusion.

Where a child has been permanently excluded, this will include rapidly securing new educational provision in line with the child's needs and Personal Education Plan (PEP). Where a school has concerns about the behaviour of a previously looked after child which could result in the child being excluded, advice may be sought from the on strategies to support the child to avoid exclusion.

Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling.

Off-rolling is never acceptable.

Ofsted is clear that schools placing pressure on parents to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken following a discussion between parents the school, and the local authority about how the needs of the child might best be met. This is particularly important where vulnerable children, children in need, and those at greater risk of harm are involved.

Section 4: Assessment and accountability

Inspection

For state-funded schools, the intention is that routine, graded Ofsted inspections will not be reintroduced until the summer term. During the spring term, it is intended that inspectors will conduct monitoring inspections in schools most in need of support – inadequate schools and some schools that require improvement. These monitoring inspections will not be graded and will focus on matters that are particularly relevant at this time, such as curriculum and teaching (including remote education), and attendance, particularly of vulnerable pupils.

Inspectors will be sensitive to the school’s context and support schools to prioritise the right actions. As has been the case throughout, Ofsted will also have the power to inspect a school in response to any significant concerns, including those relating to safeguarding and quality of education (which could include remote education).

Section 5: contingency planning for remote education

Process in the event of local outbreaks

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

Contingency plans for outbreaks

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend settings at all due to coronavirus (COVID-19). <u>See section on remote education expectations.</u></p>	<p>The bespoke nature of the provision means that developing a generic remote offer will be unlikely to be suitable for all pupils. Where access to remote learning is required, staff will liaise with the family of the pupils affected in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>It is likely that this will be a combination of Individual Education Plan based activities, lessons selected from the Oaks National Academy and activities provided by Therapy staff.</p>	<p>The school is insufficiently resourced to be able to provide the necessary equipment and technology to families whilst maintaining in school provision for those who remain in school.</p> <p>The ability to make provision for pupils may be limited by the availability of suitable resources to be able to resource the classroom and pupils at home.</p> <p>The provision of Covid Catch Up Funding across two academic years is further hampering the supply of sufficient resources.</p>

The government has made it a national priority that schools should continue to operate as normal as possible during the coronavirus (COVID-19) outbreak. This remains the default position for all areas irrespective of local restriction tiers. To help with this, we have published a contingency framework for the rare circumstances in which schools might need to revise their delivery models for a short period of time to help contain virus transmission within a community. Such measures will be implemented in the fewest number of schools required, for the shortest time.

Any decision to initiate local restrictions to any childcare or education settings will not be taken lightly and will be made by central government on a case-by-case basis in light of local and national circumstances.

Remote education expectations

If a class, group or small number of pupils need to self-isolate or a local restriction requires pupils to remain at home, settings should have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Settings are expected to consider how to continue to improve the quality of their existing offer and have a strong offer in place for remote education provision. We recognise that some pupils with SEND may not be able to access remote education without adult support and settings should work with families to deliver a broad and ambitious curriculum, and that their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school or college. Settings should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, such as online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

DfE understands that, thanks to the dedication of teachers and school and college leaders, the vast majority of settings are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Settings should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the setting and its pupils and students, including staff absences related to coronavirus (COVID-19).

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

In developing their remote education offer, settings should ensure that pupils and students can continue to engage in learning. They should explain to parents and carers the support that their children are receiving and discuss the plans for returning to settings, how they can support this and any additional help they might need.

Special schools and specialist settings have an experienced, expert workforce including:

- special educational needs co-ordinators education psychologists
- speech and language therapists
- qualified teachers of sensory impairments other therapists
- teaching assistants often with specialist knowledge

Designing at-home learning and support for children and young people with EHC plans could involve any or all of these professionals, to design or adapt interventions or learning materials. For example, this might involve designing a speech and language intervention that parents can deliver at home, or adapting or selecting online learning materials.

When developing these contingency plans we expect settings to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

When teaching pupils remotely, we expect settings to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching and individualised programmes that pupils would receive in school, and as a minimum where possible: primary aged pupils: 3 hours a day, on average, across the school cohort secondary aged pupils: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what they are teaching in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding

We expect settings to consider carefully these expectations in relation to activities that would place significant demands on parents' help or support. We expect settings to avoid an over-reliance on long-term projects or internet research activities. Specialist settings will need to work with parents and carers to agree an ambitious yet pragmatic approach to supporting children and young people with complex needs to access appropriate remote learning and support, where they are not able to be in school.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Schools can find help and support in the [remote education good practice guide](#) and [school-led webinars](#).

Vulnerable children

Our published definition of vulnerable children includes young people who are defined as those who have a social worker or an education health and care (EHC) plan or those who are deemed otherwise vulnerable by the school or the local authority.

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) 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 schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [Video conferencing services: security guidance for organisations](#) and [Video conferencing services: using them securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [Keeping children safe in education](#)

Remote education support

Read Get help with remote education for links to a range of support for schools.

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

Oak National Academy offers specialist content for pupils with SEND, including:

- communication and language
- numeracy
- creative arts
- independent living
- occupational therapy
- physical therapy
- speech and language therapy

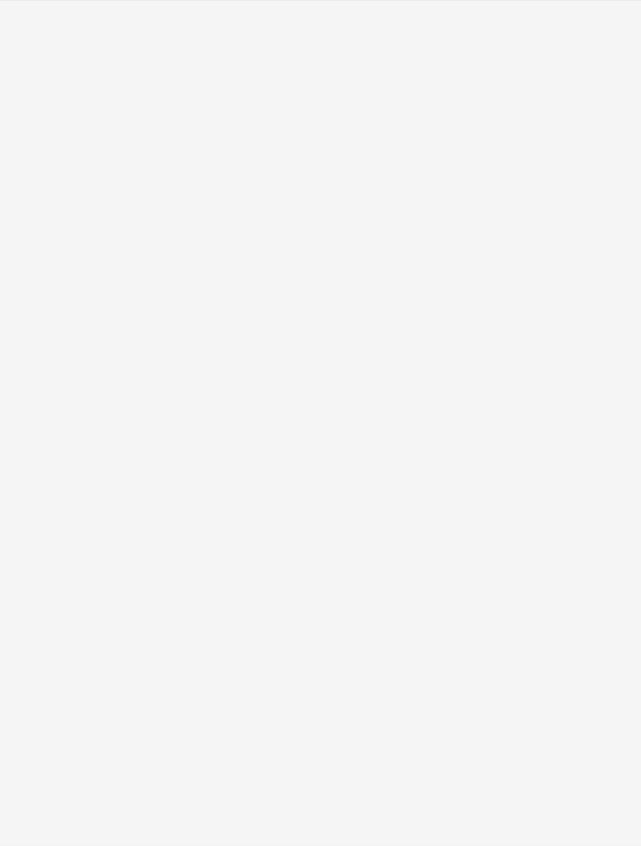
Available support includes peer-to-peer advice and training through the EdTech Demonstrator programme, as well as guidance on how schools can order devices and get help with technology for remote education

Coronavirus (COVID-19) specific health and safety risk assessments

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means employers and leaders are required by law to think about the risks the staff, pupils and young people face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19).</p> <p>Employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable.</p>	<p>The school's risk assessment has been made available to all staff in draft form and specific comment has been sought from Union Representation and the Health and Safety Governor.</p> <p>The risk assessment has been shared with our Oxfordshire County Council Health and Safety officer.</p> <p>The full guidance response document, risk assessment and one page summary of the actions being taken by staff have all been published on the schools website.</p>	
<p>General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.</p>		
<p>Settings should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help education leaders and employers decide whether they have done everything they need to.</p>	<p>The school's risk assessment has been made available to all staff in draft form and specific comment has been sought from Union Representation and the Health and Safety Governor.</p> <p>The risk assessment has been shared with our Oxfordshire County Council Health and Safety officer.</p>	

Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable), young people and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the setting will manage risks from coronavirus (COVID-19) and make the setting 'COVID-secure.' The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the setting takes their health and safety seriously.

The school's risk assessment has been made available to all staff in draft form and specific comment has been sought from Union Representation and the Health and Safety Governor.



Sharing your risk assessment

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Settings should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).	The full guidance response document, risk assessment and one page summary of the actions being taken by staff have all been published on the schools website.	

Monitoring and review of risk controls		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.	The risk assessment will be monitored regularly and amended in line with changes to Government guidance or as a result of the evaluation of school practice.	

Roles and responsibilities

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

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

Given the employer landscape in special educational settings is varied, we have set out here what the existing [Department for Education health and safety guidance](#) states about the roles and responsibilities for health and safety in settings.

The employer is accountable for the health and safety of setting staff and pupils. The day-to-day running of the setting is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Settings must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the [role of headteachers and employers](#) and a simple guide to [who the employer is in each type of setting](#), under 'Who is accountable for health and safety within a school?'

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

Wider guidance on the risk assessment process

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

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

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

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

- staff
- pupils
- visitors
- contractors

Settings 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/ activities, whether on-site or in relation to activities offsite.

Consulting employees (general)

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

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

Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.

Resolving issues and raising concerns

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

Approach to risk estimation and management

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

- 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, markings on the floor, signage).
- Having gone through this process, PPE should be used in circumstances where the guidance says it is required.