Working Practices Guidance

Introduction

After the population has followed the guidance to stay at home and follow safe distancing measures there will be a period of change for all.

At this point in time, new measures are being put in place following governmental and professional body guidance. It is important to consider the impact any lockdown measures may have on families and children and subsequently to explore potential changes to working practices to support the best outcomes for organisations and their subsequent work with children, families and the community.

It may be a good time to **review working practices** to ensure they are fit for purpose, appropriate to circumstances and make best use of time and resources. It is important that all organisations are open-minded about how to develop, adapt and create new opportunities for engagement in the Arts and the role that Arts and Culture may play in the future.

When devising projects there may be **different priorities for schools and settings** to address the needs of their children and young people.

It will be **essential to work collaboratively** – schools, settings and other partner organisations working together to understand priorities and share practice regarding the best working practices.

Communication between organisations may be organised in different ways with more **effective or increased use of technology.** This may not only aid communication but also give increased access to delivery. It will be necessary to decide what works for the partner organsiations.

The **change in working practices will affect work in all educational settings:** at school, at home, and both physical and online delivery.

What is Needed?

- Thinking Outside the Box
- Working closely together (collaboratively) schools, settings and other partners
- Sharing best practice
- Thinking from a New Perspective
- Considering digital options
- Developing innovative approaches to delivery, engagement, and evaluation, where appropriate
- Exploring creative opportunities
- Capitalising on partnership strengths
- Identifying training needs
- Keeping up to date with latest guidelines
- Completing and sharing risk assessments
- Implementing mitigations and recommendations

It may be necessary to **consider how evidence is gathered** and explore viable options for quality assurance and the monitoring of project delivery.

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Organisations may also **consider gathering multi-media evidence** of their projects –e.g. online resources, films of process and final events

With this in mind, it may be necessary to consider:

- How is evidence to be gathered and shared?
- Medium: online or physical?
- What are the options for quality assurance and monitoring of project delivery?

Consideration to be given as to: **training needs** for anyone accessing a digital platform and **how technology is to be used** as well as having in place the necessary **terms and conditions and safeguarding measures.**

It will be **necessary to follow the most recent available guidance and adhere to any regulations**

e.g.

- Audience or no audience?
- Social distancing
- Outdoor or indoor activity?
  - o distance between performers/delivery team
  - o distance between performers/delivery team and audience
  - o Limitations re audience size

The government five-stage roadmap for the phased return of the performing arts states that:

The five stages are:

- Stage one: Rehearsal and training (no audiences and adhering to social distancing guidelines)
- Stage two: Performance for broadcast and recording purposes (adhering to social distancing guidelines)
- Stage three: Performances outdoors with an audience plus pilots for indoor performances with a limited distance audience
- Stage four: Performances allowed indoors/outdoors (but with a limited distanced audience indoors)
- Stage five: Performances allowed indoors/outdoors (with a fuller audience indoors)

Consideration may need to be given regarding **appropriate and innovative project development to ensure the best outcomes** for all.

Areas to be considered may include:

- planning
- collaborative partnerships
- communication - meetings
- quality assurance
- delivery models and methods

It will be necessary to:

- **think creatively as to how to create group activities** where social distancing needs to be in place and where personal safety is paramount.

- **review previously planned projects and devise or develop projects** to ensure that any guidance that is in place is adhered to for the future.

The Government guidance states that:

"All pupils should have access to quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves"

As reference is made to the additional risk of infection these activities may pose, it is important to **follow the most recent guidance** and implement all necessary measures to minimise any risks to children and young people.

The present government guidance recommends how to reduce the risk by implementing the following

- Physical distancing

- Playing outside wherever possible

- Limiting group sizes

- Specific positioning of pupils

- Avoiding sharing instruments

- Ensuring good ventilation

N.B. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies

As guidance and research is being updated on a regular basis it is important that all professionals in the field **keep up to date and implement the most recent guidelines** from the government and follow direction given from their professional bodies.

Risk assessments are essential to determine what may pose a risk and mitigations that need to be in place.

The following pages bring together a summary of the Government Guidance provided for schools and settings. With this information and through discussion with schools, settings and partner organisations, it is hoped that there is an increased understanding of what is necessary to ensure the best outcomes for children and young people in the current circumstances.

Jean Carter, Adviser John Lyon's Charity

Government Guidance for full opening: schools, *special schools and other specialist settings* 7 August 2020

The following information has been collated by Jean Carter, adviser to John Lyon's Charity. It is a **summary of the Government Guidance** for the full opening of schools, special schools and other specialist settings.

It is intended that this summary **support funders and organisations intending to work with schools (mainstream and SEND). It also aims to support arts organisations wishing to work with schools – mainstream and alternative provision**. It is intended that this information summary is read alongside other guidance provided by professionals in the education and arts field, and with reference to the original government guidance, where necessary.

It is **essential that organisations working with and in schools are fully aware of the guidance that schools are working to**, and that **they in turn should adhere to this guidance in order to meet the requirements of working with children and young people.**

CONTENTS

WORKING PRACTICES GUIDANCE AUTUMN 2020

INTRODUCTION

The **guidance** in the following pages is a **summary of the information provided by the government** and is intended **to support funders and organisations intending to work with schools (mainstream and SEND), in particular arts organisations wishing to work with schools - both mainstream and alternative provision**. It **also covers expectations for children with** *special educational needs and disability (SEND),* including those with education, health and care plans, in mainstream schools.

Schools and settings are being asked by the government to welcome all children back to school from the autumn term 2020 whilst ensuring that they plan for the possibility of a local lockdown. Schools and settings are being asked to balance minimising any risks from coronavirus (COVID-19), by maximising control measures, with providing a full educational experience for children and young people.

Schools and settings are being asked to use their existing resources.

The measures set out in the government guidance provide a framework for education leaders to put in place proportionate protective measures for children and staff, and to minimise the number of contacts that a pupil has during the school day.

PURPOSE OF THE GOVERNMENT GUIDANCE

The government guidance sets out

- the public health advice that schools and settings must follow to minimise the risks of coronavirus (COVID-19) transmission.
- the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school.
- public health advice: PHE-endorsed 'system of controls' with measures to create an inherently safer environment for children and staff.
- a set of principles related to control measures to minimise risks.

In developing this guidance for special settings, 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.

It is understood that there is not a 'one-size-fits-all' and that school leaders are best placed to understand the needs of the their schools and communities and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

Schools, trusts and educational settings are expected to

- have a revised risk assessment in place.
- work closely with parents, staff and unions.

WORKING PRACTICES GUIDANCE AUTUMN 2020

1: PUBLIC HEALTH ADVICE TO MINIMISE CORONAVIRUS (COVID-19) RISKS

Schools and settings are being asked to:

- prepare for all pupils to return full-time from the start of the autumn term - Schools should not put in place rotas
- comply with health and safety law, which requires them to assess risks and put in place proportionate control measures
- thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls

Essential measures include:

- a requirement that people who are ill 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 school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will include:

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

RISK ASSESSMENT

- Employers must take reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.
- It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed
- Settings should also review and update their wider risk assessments
- Schools and settings should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.
- School and settings employers should have active arrangements in place to monitor that the controls are: effective, working as planned. updated appropriately considering any issues identified and changes in public health advice

All education settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed.

WORKING PRACTICES GUIDANCE AUTUMN 2020

THE SYSTEM OF CONTROLS: PROTECTIVE MEASURES

Having assessed their risk, schools and settings must work through the system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in their assessment, works for their school or setting, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.

System of controls (set of actions)

Prevention:

1) minimise contact with individuals who are unwell

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

6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

7) engage with the NHS Test and Trace process

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

9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

WORKING PRACTICES GUIDANCE AUTUMN 2020

Prevention

1. Minimise contact with individuals who are unwell following all guidance as detailed in the full Government Guidance for Full Opening: schools

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 – building routines into school culture, supported by behaviour expectations

- *Special education 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.*
- *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.*
- *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.*
- *Specialist settings will typically have handwash basins in or adjacent to classrooms, so may be able to use these to maximise hand washing.*
- *Regular and thorough hand cleaning is going to be needed for the foreseeable future.*

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

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. 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. 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. 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.

Public Health England does not (based on current evidence) recommend the use of face coverings in education settings, except where they are already routinely used as part of close contact care.

The John Lyon's Charity Adviser recommends always checking the most up to date guidance provided by the government, Public Health England and other recognised and accredited bodies.

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

Special education settings are advised by the government to put 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

frequently touched surfaces being cleaned more often than normal

See Public Health England published guidance on COVID-19: cleaning non-healthcare settings guidance.

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

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')*
- *maintaining distance between individuals.*

Points to consider and implement:

How to group children

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.

Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.

The government recognises that younger children and those with complex needs may not be able to maintain social distancing.

Siblings may also be in different groups. The government states that 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.

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.

Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.

Schools and 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.

When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.

Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable - they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

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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.

The government states that maintaining a distance between people 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

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. The governmnets states that settings doing this where they can, and even doing this some of the time will help.

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.

Settings should make small adaptations to the classroom to support distancing where possible.

- Ideally, adults should maintain 2 metre distance from each other, and from children.

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

Measures elsewhere.

Schools should:
- keep groups apart
- avoid large gatherings such as assemblies or collective worship with more than one group
- keep movement around the school site to a minimum.
- consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups)
- plan how shared staff spaces are set up and used to help staff to distance from each other.
- minimise use of staff rooms

Measures for arriving at and leaving school. Schools should consider:
- staggered starts or adjusting start and finish times

The government know that travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times

- how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.
- a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.

Settings should also have a process for removing face coverings when pupils, students and staff who use them arrive at the setting and communicate it clearly to them. Pupils and students must be instructed not to touch the front of their face covering during use or when removing them.

- Washing hands immediately on arrival (as is the case for all pupils),
- disposal of temporary face coverings in a covered bin or placing reusable face coverings in a plastic bag that pupils can take home with them

For further details see: Guidance on safe working in education, childcare and children's social care

Other considerations

- Some pupils with SEND will need specific help and preparation for the changes to routine - plan to meet these needs, for example using social stories.
- Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.
- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.

- Schools should consider how to manage other visitors to the site,
- Ensure that the risks associated with managing visitors are addressed - this will require close cooperation between both schools and the other relevant employers.
- Have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term.
- Ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.
- Where visits can happen outside of school hours, they should.
- A record should be kept of all visitors.

- Schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

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. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater

Equipment and resources

Equipment and resources are integral to education in schools.

Government Recommendations:

- For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.
- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.
- It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials. 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.

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 disinfection 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.

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 worn as part of their care and treatment, should be worn.

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.*

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

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

- *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*

7. Engage with the NHS Test and Trace process

Schools and special education settings must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to engage in the testing process.

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

Schools and special education settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).

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

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

Alternative Provision
It is the government's intention that all pupils in alternative provision (AP) settings (including pupil referral units, AP academies and AP free schools) will have returned to school full-time from the start of the autumn term. The government states that AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures.

JLC Adviser Comment
It is recommended that all those working with schools, children and young people read the most up to date guidance provided by the government, as well as guidance issued by recognised and accredited professional bodies.

2. SCHOOL OPERATIONS

Specialist post-16 providers may want to refer to the FE guidance for information relating to the following headings.

Transport
Dedicated school transport, including statutory provision
Wider Public Transport

Local authorities will need to work with special settings to ensure that children and young people can get to their setting.

See full guidance document: [Government Guidance for full opening: special schools](#)

Dedicated school transport, including statutory provision

Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of 2 metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.

Attendance expectations
See full guidance document [Government Guidance for full opening: schools](#)

Pupils who are shielding or self-isolating

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools are expected to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.

School workforce

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 the 'Prevention' section.

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

Employer health and safety and equalities duties

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

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Deploying support staff and accommodating visiting specialists

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

Settings may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term.

Where support staff capacity is available, schools may consider using this 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). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or **specific training undertaken,** for any interventions or care for pupils with complex needs where specific training or specific ratios are required.

Supply teachers and other temporary or peripatetic teachers

Supply staff and other temporary workers can move between schools, but **school leaders will want to consider how to minimise the number of visitors to the school where possible**. **Where it is necessary** to use supply staff and to **welcome visitors to the school such as peripatetic teachers,** those **individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.** To minimise the numbers of temporary staff entering the school premises, and secure best value, **schools may wish to use longer assignments** with supply teachers 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 as sports coaches, and those engaged to deliver before and after school clubs.**

Other support
Volunteers may be used to support the work of the school or setting, as would usually be the case.

It is important that volunteers 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>. *Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.*

Safeguarding

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, Keeping children safe in education, and should refer to the COVID-19: safeguarding in schools, colleges and other providers guidance.

The government guidance states that designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide [additional] support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harms.

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

Educational visits

The government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.

From autumn term, 2020, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.

Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.

As normal, **schools should undertake full and thorough risk assessments in relation to all educational visits** to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.

Schools should consult the health and safety guidance on educational visits when considering visits.

JLC Adviser Comment
It is important that organisations liaise closely with schools and special schools re any arrangements for educational visits. This is to ensure that all measures are adhered to in line with the protocols adopted by individual schools and settings.

Extra-curricular provision

The government guidance states that **schools should consider resuming any breakfast and after-school provision, where possible**, from the start of the autumn term. The government recognises

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

The government recognises that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. **Schools should carefully consider how they can make such provision work alongside their wider protective measures**, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.

Schools can consult the guidance produced for summer holiday childcare, available at [Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak](#) as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to **seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.**

Settings can consult the [guidance produced for summer holiday childcare](#) as much of this will be useful in planning extra-curricular provision. This includes settings advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of setting 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. As with physical activity during the school day, contact sports should not take place.

3. CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

Curriculum expectations

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

The key principles that underpin 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.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:
- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term… - create time to cover the most important missed content: prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools and settings may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year
- Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills *Particular consideration will need to be given to the learning needs and objectives of children and young people with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.*
- Develop remote education so that it is integrated into school curriculum planning

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

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics.
- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gapsThe 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 the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.
- In 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.

Music

Schools should note that there may be an **additional risk of infection** in environments where you or others are:

- Singing
- Chanting
- playing wind or brass instruments
- shouting.

This applies even if individuals are at a distance.

Schools should consider how to **reduce the risk**, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example,

- physical distancing
- playing outside wherever possible
- limiting group sizes to no more than 15
- positioning pupils back-to-back or side-to-side
- avoiding sharing of instruments
- ensuring good ventilation

Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.

Refer to the latest DfE guidance for updates.

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Physical activity in schools

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising 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.

Catch-up support

It has been stated that the government will spend £650 million on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. It has been stated that this one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.

For further details see latest [Government Guidance re Catch Up Support](#)

Pupil wellbeing and support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; 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 to school.

The government guidance states that the return to schools and educational settings allows social interaction with peers, carers and teachers, which benefits wellbeing.

The Whole School SEND consortium will be delivering some training and 'how-tos' for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. Schools may opt to join Whole School SEND's Community of Practice when signing up for an event to receive notifications about future training and resources as they are published.

The Department for Education, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students.

A recording of this is available: [Supporting pupil and student mental wellbeing](#).

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The government guidance states that schools and settings should consider the provision of pastoral and extra-curricular activities to all pupils designed to support:

- the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- pupils with approaches to improving their physical and mental wellbeing
- resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- pupils with additional and complex health needs
- vulnerable children and keeping children safe

Behaviour expectations

The government guidance states that schools and settings should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.

Schools and settings should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

Some pupils will return to school and settings 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 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.

Schools and 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 to schools for pupils.

4. ASSESSMENT AND ACCOUNTABILITY

Inspection
Routine Ofsted inspections will remain suspended for the autumn 2020.

Primary assessment
Statutory primary assessments will take place in summer 2021.

5. CONTINGENCY PLANNING FOR OUTBREAKS

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the government expects schools to have the capacity to offer immediate remote education. Schools and settings are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools and settings to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school/setting 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
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools and settings should work with families to deliver a broad and ambitious curriculum.
- when teaching pupils remotely, the government expects schools and settings to: set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school/setting or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- plan a programme that is of equivalent length to the core teaching pupils would receive in school/setting, ideally including daily contact with teachers

The government expects schools and settings to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs.

Information is available in the guidance on increasing internet access for vulnerable and disadvantaged children

Further support is available from the National Cyber Security Centre on which video conference service is right for you and using video conferencing services securely

Guidance on ensuring remote education is safe for pupils](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)

Statutory guidance on online safety in Annex C of Keeping children safe in education

ANNEX A: HEALTH AND SAFETY RISK ASSESSMENT

Coronavirus (COVID-19) specific

How to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.

The government guidance states that schools and 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.

Sharing your risk assessment

The government guidance states that schools and 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).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm.

See full documents

Wider guidance on the risk assessment process

Put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment

See full document

Approach to risk estimation and management

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 and settings 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 and setting should work through the following steps to address their risks, considering for each risk whether there are measures in each step they can adopt before moving onto the next step:

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

ANNEX B: EDUCATION, HEALTH AND CARE PLANS

Temporary changes to SEND legislation

The government guidance states that it remains committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of any temporary changes (implemented May 2020) is managed in a way that supports the needs of children and young people with SEND.

The government guidance states that all educational settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed.

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

Following the partial closure of educational and childcare settings from 20 March 2020, the government asked local authorities to consider the needs of all children and young people with an education, health and care plan and to carry out a risk assessment. Local authorities were asked to work with schools and parents or carers, to determine whether children and young people would be able to have their needs met at home and be safer there than attending a school.

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

Whether individual risk assessments are used to help plan for the autumn term or not, schools and settings should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term. They should also contact and involve young people over 16 who have education, health and care plans. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

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USEFUL LINKS

Useful links include the following:

Government Guidance Opening of Schools, Autumn 2020
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primaryschools

Government Guidance for full opening: special schools and other specialist settings 2 July 2020
https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings

Government Guidance: Health and safety on educational visits 26 Nov 2018
https://www.gov.uk/government/publications/health-and-safety-on-educational-visits

Government Guidance: Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak 1st July 2020
https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak

Government Guidance: Grant funding for state-funded schools - Catch-up support
https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium

Government guidance on phased return to outdoor sport and recreation 19th August 2020
https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-the-public-on-the-phased-return-of-outdoor-sport-and-recreation

National Association of Head teachers advice and support – coronavirus, supporting pupils mental health and well- being
https://www.naht.org.uk/advice-and-support/coronavirus-information-and-resources/coronavirus-supporting-pupils-mental-health-and-well-being/

Government webinar – Supporting pupils and student mental well-being
https://www.youtube.com/watch?v=MYmBLnSQh3M

Association for Physical Education: COVID-19: Interpreting the Government Guidance in a PESSPA Context - A practical self-review tool for risk assessment

https://www.afpe.org.uk/physical-education/wp-content/uploads/Updated-COVID-19-Guidance-July-2020.pdf

Youth Sport Trust Coronavirus Response and Support
https://www.youthsporttrust.org/coronavirus-response-and-support

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Incorporated Society of Musicians guidance
https://www.ism.org/advice-centre/coronavirus-listing

https://www.ism.org/images/files/ISM-Updated-Global-Literature-Review_Aug-2020_FINAL.pdf

Government Guidance on performing arts in schools
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts

Creative Health: The Arts for Health and Wellbeing:
https://www.culturehealthandwellbeing.org.uk/appg-inquiry/

Youth Music- Music with Children & Young People who have Social, Emotional & Mental Health Difficulties:
https://network.youthmusic.org.uk/social-emotional-difficulties-mental-health-difficulties