

Lutton St Nicholas & Gedney Church End Primary Academies

COVID-19 CONTINGENCY PLAN

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Amendments made to the policy

Date	Change	Reason
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1. The aim of this plan

- 1.1. If our schools or local area sees an extremely high prevalence of coronavirus (COVID-19) infection rates and existing measures in our community have failed to reduce this, the appropriate authorities will decide which additional measures to implement to help contain the spread. These measures may involve implementing a number of restrictions, which could include the partial closure of schools and childcare settings in our area. Measures may also be necessary to help minimise the impact from new coronavirus variants.
- 1.2. This contingency plan, also known as an 'outbreak management plan', outlines how the schools will operate if further restrictions are implemented. The schools will work closely with the local health protection team (HPT) and implement provisions as advised by the team.
- 1.3. This is a live document that will be reviewed by the Head Teacher, in conjunction with other key stakeholders, as and when the situation develops.

2. Restrictions to attendance

- 2.1. The government has advised that all schools should continue to operate as normal and that all pupils should attend schools unless required to self-isolate.
- 2.2. The contingency framework is designed to act as a containment measure where:
 - There is an extremely high prevalence of coronavirus.
 - Other measures have already been implemented.
 - There is a need to minimise the impact from a new coronavirus variant.
- 2.3. Restrictive attendance measures, of the kind set out in the contingency framework, must not be implemented by schools without the explicit agreement of the DfE.
- 2.4. Restricting attendance in any form will only be used as a last resort, initiated following a ministerial decision. Where restrictions to attendance are implemented following government advice, they will be kept to a minimum, allowing for the maximum number of pupils to attend education; however, in all circumstances, priority will be given to vulnerable pupils and the children of critical workers to attend full time.
- 2.5. As part of their outbreak management responsibilities, LAs, Directors of Public Health, and HPTs may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.
- 2.6. Where LAs judge that wider containment action is needed and wish to limit attendance within an area, they will work with their Regional Partnership Team to escalate a proposal to the central Local Action Committee command structure.



- 2.7. Unless advised otherwise, the schools will allow all pupils to attend. If the contingency framework is implemented, the schools will only allow the following pupils to attend on-site provision:
 - Vulnerable pupils
 - Children of critical workers
 - Pupils in Reception and Years 1 and 2, where advised by the DfE
- 2.8. High-quality remote education will be provided for all pupils not in attendance, in line with the Pupil Remote Learning Policy.
- 2.9. The schools will lift restrictions as soon as it is advised by the government that it is appropriate to do so.

3. Infection prevention and control

- 3.1. **Any member of the schools community who displays symptoms of coronavirus will be required to self-isolate and encouraged to get a confirmatory polymerase chain reaction (PCR) test.** Tests can be booked online or ordered by telephone via NHS 119.
- 3.2. All schools are currently being provided with rapid-result lateral flow device (LFD) testing kits, which include PPE, to identify asymptomatic cases of coronavirus.
- 3.3. If a variant of coronavirus classed as a variant of concern (VoC) is identified within the schools' geographical area, the schools will partake in targeted testing by the Department of Health and Social Care (DHSC) to help suppress and control any possible new cases. The schools will also adhere to advice from Directors of Public Health in relation to the temporary reintroduction of face coverings.
- 3.4. If a pupil develops symptoms of coronavirus while on site, they will be taken to a designated isolation area while they wait to be collected. If required, the pupil will be supervised while they await collection. If the supervising member of staff is unable to socially distance, e.g. due to the pupil's age or needs, they will wear PPE.
- 3.5. After the pupil has left the premises, any areas they were in will be cleaned. The pupil's parents will be encouraged to get their child tested with a confirmatory PCR test as soon as possible. The pupil will be required to self-isolate for at least 10 days – remote education will be arranged for them immediately.
- 3.6. If a staff member develops symptoms while on site, they will be directed to go home immediately to self-isolate and to get a PCR test. Cover arrangements will be put in place.
- 3.7. **Any staff members or pupils who have been in close contact with a symptomatic individual at schools will not need to self-isolate unless they develop symptoms themselves.**

From 16 August, fully vaccinated adults, and pupils under the age of 18 who have been identified as close contacts of a positive case via the NHS Test and Trace service will not need to self-isolate unless advised by a healthcare professional.



- 3.8. Adults who receive their second dose of the vaccine close to 16 August will need to continue to follow the same rules as unvaccinated adults until two weeks after their second dose. Unvaccinated adults and adults who have only had one dose of the vaccine will need to continue to follow the rules on self-isolation if they have been identified as a close contact of a positive case.
- 3.9. Those aged 18 will continue to follow the same rules as under-18s until four months after their 18th birthday, when they will begin to follow the self-isolation rules for adults.
- 3.10. **If an individual tests positive, the schools will contact the DfE Helpline on 0800 046 8687 and select Option 1, where a team of NHS advisers will decide what action is needed based on the latest public health advice. The schools will follow the expert advice, which could include working with the local HPT if the situation is escalated by the advisers.**
- 3.11. The individual's close contacts at schools – where they do not fulfil the criteria outlined in this section of the contingency plan from 16 August – will be sent home to self-isolate for 10 days and encouraged to get a PCR test. If more individuals test positive, the schools will follow advice from the local HPT, which may include requiring more people to self-isolate.
- 3.12. As the result of an outbreak during step 4 of the coronavirus recovery roadmap, a temporary requirement could be implemented for staff to resume wearing face coverings in areas other than crowded spaces where they are likely to come into contact with others they would not normally meet. This may include face coverings being reintroduced in communal areas and classrooms for members of staff. The schools may also be required to reintroduce the use of bubbles in order to resume social distancing and limit the transmission of coronavirus. The schools will adhere to any conditions set out by the local HPT.

4. Transport

- 4.1. Pupils and staff attending schools will be encouraged to walk or cycle wherever possible and to avoid public transport. If pupils and staff need to use public transport, they may be required to wear a face covering while travelling, unless exempt.
- 4.2. If directed, pupils and staff may also need to resume mandatory wearing of face coverings on dedicated schools transport unless they are exempt in line with government guidance, e.g. due to a disability.

5. Teaching and learning

- 5.1. If restrictions to on-site education are required, the schools will offer immediate access to high-quality remote education for all pupils who are required to remain at



home. All remote learning will be delivered in line with the schools' Remote Learning Policy.

- 5.2. Where advised during a local outbreak, further restrictions may be enforced with regards to certain musical and drama activities, e.g. singing, for pupils attending on-site provision, to help reduce the risk of transmitting coronavirus via aerosols. Restrictions may also be reintroduced to contact and indoor sports. The schools will follow the advice provided by the local HPT.

6. Returning to schools

- 6.1. The Head Teacher will work with the LA to ensure pupils only return to schools when it is safe for them to do so. Prior to the return of more pupils and staff, all relevant risk assessments will be reviewed.
- 6.2. The Head Teacher will inform staff, pupils and parents, prior to the return to schools, whether any further restrictions, such as the use of bubbles and face coverings, have been resumed.
- 6.3. After a period of self-isolation, or the relaxation of restrictions, the Head Teacher will inform parents when their child will return to schools.
- 6.4. The Head Teacher will listen to all concerns that parents may have about their child returning to schools and will advise them of the measures in place to ensure the safety of their child.

7. Exams and assessments

- 7.1. The schools will remain open for any exams and assessments planned in line with current government guidance.
- 7.2. Wherever necessary, the schools will implement additional mitigations to ensure the safe delivery of exams and assessments, which may include:
 - 7.2.1. Wearing face coverings in communal areas, where directed.
 - 7.2.2. Two-metre spacing between all desks, where directed.
 - 7.2.3. Additional controls for candidates who are classed as clinically extremely vulnerable. This may include measures such as seating them in a separate room to other candidates or, in exceptional circumstances, at the candidate's home.

8. Safeguarding

- 8.1. Ensuring safeguarding arrangements remain effective during periods of restricted attendance is a key priority. Our Child Protection and Safeguarding Policy has been updated to include provisions for keeping pupils safe during the coronavirus pandemic, both at home and in schools – we will continue to follow these



procedures for pupils who remain at home, where appropriate, until all pupils are able to return to schools.

8.2. We will continue to ensure that:

8.2.1. The best interests of pupils always come first.

8.2.2. If anyone in the schools has a safeguarding concern about a pupil, they act immediately.

8.2.3. A DSL or deputy DSL is always available.

8.2.4. Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.

8.2.5. Pupils who remain at home are protected when they are online.

8.2.6. A trained DSL or deputy will remain on-site where possible. Where this is not possible, e.g. they are required to self-isolate, the schools will ensure that the DSL or deputy, or a DSL or deputy from another schools, are available to contact at all times.

9. **Wraparound care**

9.1. The schools' wraparound care (both indoor and outdoor provision) will be provided to all pupils; however, where restrictions are required, wraparound care will only be provided on-site to pupils who are eligible to attend schools full time.

10. **Food provision**

10.1. We will provide meal options for all pupils who are attending schools.

10.2. We will provide FSM vouchers to parents of eligible pupils who are not attending schools, where they:

10.2.1. Are self-isolating.

10.2.2. Have had symptoms or have tested positive.

10.2.3. Are not attending due to the implementation of local restrictions advised by the government.

10.3. The schools catering team will work with our food providers to prepare meals or food parcels, for collection or delivery, to eligible children during their time at home.

11. **Visitors to schools**

11.1. Depending on the local situation and advice from PHE and / or the LA, schools leaders may decide that it is appropriate to limit the access to the premises for periods of time. This may occur at short notice and will be kept under review. In these circumstances, the Head Teacher will make the final decision.

11.2. Agencies involved with safeguarding will always be given priority and it is unlikely that restrictions on access to schools would be put in place for such organisations.



- 11.3. Agencies involved in pupil or staff development such as social care, CAHMS, BOSS & staff mentors will also be given high priority.
- 11.4. Effective communication with parents and carers is essential to the wellbeing of our pupils. For individual issues, face to face meetings may be the most effective way of dealing with situations but phone calls or online meetings may be the appropriate vehicle. However group meetings, such as parent workshops, could be limited. There may be times when access to the schools ground will be restricted to parents & carers. The schools recognises the importance of schools visits for prospective parents and will endeavour to make arrangements.
- 11.5. Governors and other significant stakeholders play an important role in the running of the schools and visits are an essential part of this. Local situations may make it appropriate for the schools to limit visits.
- 11.6. Access to schools for suppliers of goods and services (such as IT support, after schools club provision) will be reviewed regularly and will reflect the local situation.
- 11.7. Non-essential visitors may be limited.

12. Communication

- 12.1. The schools will communicate its plan for addressing any imposed restrictions with parents, including in relation to:
 - Opening arrangements.
 - Access for specific targeted groups where applicable, such as certain year groups, vulnerable pupils and children of critical workers.
 - Any reviews of the schools' protective measures as part of our risk assessments.
 - The arrangements for remote working.
- 12.2. All relevant stakeholders will be kept up-to-date with the circumstances of any imposed restrictions and how these affect the schools as the situation develops.
- 12.3. If any member of the schools' community wishes to discuss any concerns relating to the schools' provision during this period, they should contact the Head Teacher.

13. Monitoring and review

- 13.1. This plan will be reviewed continually, by the Head Teacher, in line with guidance from the government and Public Health England (PHE).
- 13.2. Any changes to the plan will be communicated to all relevant stakeholders as soon as possible.



Appendix One

Schools COVID-19 operational guidance

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Summary

This guidance explains the actions schools leaders should take to reduce the risk of transmission of coronavirus (COVID-19) in their schools. This includes public health advice, endorsed by Public Health England ([PHE](#)).

It is for leaders and staff in:

- primary schools
- secondary schools (including sixth forms)
- special schools, special post-16 providers and alternative provision
- 16 to 19 academies
- infant, junior, middle, upper schools boarding schools

We expect independent schools to follow the control measures set out in this guidance in the same way as state-funded schools, and health and safety legislation applies equally to independent schools.

Where this guidance refers to schools, that does not include maintained nursery schools or pre reception classes.

Separate guidance is available for:

- early years and childcare settings further
- education colleges and providers

Additional operational guidance is also available for special schools, special post-16 providers and alternative provision.

Schools and trusts should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances.

We use the terms 'must' and 'should' throughout the guidance. We use the term 'must' when the person in question is legally required to do something and 'should' when the advice set out should be followed unless there is a good reason not to.

Overview

The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

We have worked closely with the Department of Health and Social Care ([DHSC](#)) and Public Health England ([PHE](#)) to revise this guidance.



Changes to the previous version

Changes to the guidance since its 2 July 2021 publication include:

- update to make clear who is no longer required to isolate if identified as a close contact, including clarifying that this includes young people up to the age of 18 years and 6 months (it previously said 18 years and 4 months) added additional detail on what close contacts should do whilst awaiting their PCR test results updated information on contingency planning in schools, with link to update 'contingency framework' updated information on boarding schools pupils attending from abroad, as quarantine rules have changed

Risk assessment

You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments - treating them as 'living documents', as the circumstances in your schools and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of schools leaders in relation to health and safety risk assessments and managing risk, see the health and safety advice for schools.

Mixing and 'bubbles'

We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.

As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.

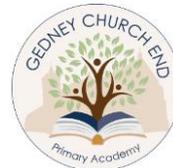
You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.

Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.

Tracing close contacts and isolation

Settings only needed to do contact tracing up to and including 18 July. Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.

As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a schools setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.



Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend schools, and have been identified as a close contact, should continue to attend schools as normal. They do not need to wear a face covering within the schools, but it is expected and recommended that these are worn when travelling on public or dedicated transport.

18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see Stepping measures up and down section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.

Face coverings

Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.

The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to schools or college.

In circumstances where face coverings are recommended

If you have a substantial increase in the number of positive cases in your schools (see Stepping measures up and down section for more information), a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your contingency plans cover this possibility.

In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth)



should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.

Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.

You have a duty to make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.

No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.

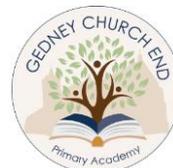
Stepping measures up and down

You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.

The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.



Control measures

You should:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Ensure good hygiene for everyone

Hand hygiene

Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.

Respiratory hygiene

The 'catch it, bin it, kill it' approach continues to be very important.

The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.

Use of personal protective equipment (PPE)

Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.

Maintain appropriate cleaning regimes, using standard products such as detergents

You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.

PHE has published guidance on the cleaning of non-healthcare settings.

Keep occupied spaces well ventilated

When your schools is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.

You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, schools plays.

Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.



If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.

Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

You should balance the need for increased ventilation while maintaining a comfortable temperature.

The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.

DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO₂ levels in classrooms and exploring options to help improve ventilation in settings where needed.

Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

When an individual develops COVID-19 symptoms or has a positive test

Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into schools if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).

If anyone in your schools develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.

If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.

Asymptomatic testing

Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.



Over the summer, staff and secondary pupils should continue to test regularly if they are attending settings that remain open, such as summer schools and out of schools activities based in schools settings. Schools will only provide tests for twice weekly asymptomatic testing for pupils and staff over the summer period if they are attending schools settings. However, testing will still be widely available over the summer and kits can be collected either from your local pharmacy or ordered online.

As pupils will potentially mix with lots of other people during the summer holidays, all secondary schools pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.

Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.

Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.

Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.

There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary schools as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.

Confirmatory PCR tests

Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19.

Whilst awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to schools, as long as the individual doesn't have COVID-19 symptoms.

Additional information on PCR test kits for schools and further education providers is available.

Other considerations

All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.

Further information is available in the guidance on supporting pupils at schools with medical conditions.

You should ensure that key contractors are aware of the schools' control measures and ways of working.



Admitting children into schools

In most cases, parents and carers will agree that a pupil with symptoms should not attend the schools, given the potential risk to others.

If a parent or carer insists on a pupil attending your schools, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.

Attendance

Schools attendance is mandatory for all pupils of compulsory schools age and it is a priority to ensure that as many children as possible regularly attend schools.

Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by [PHE](#) or the [DHSC](#) they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the schools attendance guidance.

Travel and quarantine

Where pupils travel from abroad to attend a boarding schools, you will need to explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice.

Boarding schools pupils who are ordinarily resident in the UK, including those who are unaccompanied and who are attending boarding schools on a child student visa or student visa, who have travelled from or through amber list countries (and have not been in a red country in the previous 10 clear days), are exempt from the requirements to quarantine and take a day 8 test.

Those aged 11 to 17 need proof of a negative COVID-19 test to travel to England (children aged 10 and under are exempt from this) and those aged 5 to 17 must take a COVID-19 travel test on or before day 2. More information is provided in the government's quarantine and testing guidance. Additional guidance has been issued on the quarantine arrangements for boarding schools pupils travelling from red-list countries to attend a boarding schools in England.

Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.

Remote education

Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.



You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.

Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent Schools Standards in full at all times.

The remote education provided should be equivalent in length to the core teaching pupils would receive in schools.

You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.

Full expectations for remote education, support and resources can be found on the get help with remote education service.

Education recovery

We have announced a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support. Specifically for schools, the document includes further information on:

- catch-up premium recovery premium summer schools programme tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) teacher training opportunities
- curriculum resources specialist settings wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching
- If running a summer schools, you should follow the protective measures for holiday and after-schools clubs, and other out-of-schools settings during the coronavirus (COVID-19) outbreak.
- Special schools and other specialist settings should refer to the additional operational guidance.

Pupil wellbeing and support

Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on promoting and supporting mental health and wellbeing in schools.

Schools workforce

Schools leaders are best placed to determine the workforce required to meet the needs of their pupils.

Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take.

Further information can be found in the guidance on protecting people who are CEV from COVID19.



Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace.

We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.

Schools meals

You should continue to provide free schools meal support to any pupils who are eligible for benefits related free school meals and who are learning at home during term time.

More information on providing schools meals during the COVID-19 pandemic is available.

Educational visits

Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place.

We continue to recommend you do not go on any international visits before the start of the autumn term. From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future.

You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.

You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any schools holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.

You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).

Wraparound provision and extra-curricular activity

More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-schools clubs, tuition and other out-of-schools provision for children.

Inspection

For state-funded schools, it is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded schools within the



next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Regulations will give effect to these arrangements. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit. For independent schools (other than academies), it is intended that both inspectorates will return to a full programme of routine inspections from September 2021 and they will complete the current cycle of standard inspections – which was delayed by the pandemic – in 2022.

Accountability expectations

We will not publish data based on exam and assessment results from summer 2021 in performance tables and you will not be held to account for this data. We will publish Key Stage 4 and 16 to 18 subject entries and destinations data at schools and college level in performance tables in autumn 2021. For further information, see COVID-19: schools and college accountability. We will confirm the position on accountability for the academic year 2021 to 2022 in due course.