



Stapleford Primary School
(Church of England, VA)



Child Protection Policy

Based on Hertfordshire Model Policy for Schools

Adopted by: Stapleford Primary School

Date adopted: July 2021

Review date: September 2021

NOTE: Sections highlighted in yellow have changed since the previous policy

Department: Quality Assurance, Improvement and Practice

Author: Child Protection School Liaison Service

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CHILD PROTECTION POLICY

Stapleford Primary School

THIS IS A PROFORMA POLICY AND THEREFORE SHOULD BE AMENDED TO FIT THE SCHOOL'S SPECIFIC REQUIREMENTS AND TO REFLECT LOCAL CIRCUMSTANCES.

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 15/09/20

It is due for review on 15/09/21 (up to 12 months from the above date).

Signature 

Date 06/07/21

Head Teacher


Signature
Chair of Governors

Date 06/07/21

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1. INTRODUCTION

Safeguarding is defined as: *protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.* (Working Together to Safeguard Children, DfE, 2018, p6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular, this policy should be read in conjunction with:

- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education;
- the role of the DSL (including the identity of the DSL and any deputies):

Copies of policies and a copy of Part one of KCSiE should be provided to staff at induction.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedures and practice for all agencies in Hertfordshire working with children and their families.
<https://hertsscb.proceduresonline.com/index.htm>

School Staff & Volunteers

All school and college staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including The Child Protection Policy and Staff Behaviour Policy (code of conduct)

Mission Statement
(THIS SHOULD BE
PERSONALISED FOR
INDIVIDUAL SCHOOLS)

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection Contacts to specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. **Refer to KCSiE Part two:93**

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Implementation, Monitoring
and Review of the Child
Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- KCSiE(DfE, September 2020)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018

3. The Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of DSL.

During term time the DSL and or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be: (individual school needs to outline these below):

The DSL for Child Protection in this school is:

NAME: James Shillito

There should be a Deputy DSL (DDSL) in the absence of the lead DSL.

The Deputy DSL for Child Protection in this school is:

NAME: Seema Mali

(Please add additional deputies as appropriate)

The broad areas of responsibility for the DSL are:

- Managing Child Protection Contact Referrals and cases
- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

➤ Training

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
8. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contact Referrals alongside referrals to other agencies

9. Obtain access to resources and attend any relevant or refresher training courses
10. Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

➤ **Raising Awareness: The DSL (DSL) should:**

- ensure the school or college's policies are known, understood and used appropriately.
- work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that **Child Protection Contact Referrals** about suspected abuse or neglect may be made. **Ensure parents are aware of the school or college's statutory role regarding safeguarding of children.**
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child **unless the case is currently open** and in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information)
- consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

4. THE MANAGEMENT OF SAFEGUARDING

Governing bodies and proprietors (in Part two, unless otherwise stated, includes management committees) must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are **always effective and comply with the law.**

The responsibility of governing bodies, proprietors and management committees include:

- ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare e.g.

-**Child protection policy in place**

-**staff behaviour policy (sometimes called the code of conduct)**

-Part one of KCSiE 2020,

-Annex A, specific safeguarding issues

-Information regarding the role and identity of the designated safeguarding lead (and any deputies), **should be provided to all staff on induction**

- Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's safeguarding arrangements.

The nominated governor, trustee for child protection is:

NAME: Reverend Jenny Gray

The nominated Chair of governors for child protection is:

NAME: Alun Broadwood-White

The nominated Vice Chair of governors for child protection is:

NAME: Peter Critchley

- Headteachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- ensure that the school or college contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).
- New safeguarding partners and child death review partner arrangements are in place

- should understand the local criteria for action²⁴²³ and the local protocol for assessment^{25 24} and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners
- Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified [and](#) contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- ensuring arrangements are in place that set out clearly the and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required.
- ensure child protection files are transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained
- ensure that all staff undergo child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners (HSCP) 3 years.
- all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually
- Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) Mandatory since September 2020.
- governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- ensure school have written recruitment and selection policies and procedures in place and at least one of the persons who conducts an interview has completed safer recruitment training
- should ensure there are procedures in place (as described in paragraph 56 KCSiE) to manage concerns and allegations against staff including volunteers and supply
- There must be procedures in place to make a referral to the Disclosure and Barring

Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned

- All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.
- ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, **in line with KCSiE and HSCP procedures**, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example.
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in **Annex C of KCSiE 2020**.

5. WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse
<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:</p> <ul style="list-style-type: none"> • conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. • It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. • It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, • as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. • It may involve seeing or hearing the ill-treatment of another. • It may involve serious bullying (including cyber bullying), • causing children frequently to feel frightened or in danger, • or the exploitation or corruption of children. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL/DDSL. The DSL/DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- completing a Families First Assessment or a Request for Support referral.
- a Child Protection Contact Referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSLs and their Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any **ongoing/escalation of concerns** so that consideration can be given to a **Child Protection Contact Referral to Children's Services** if the child's situation doesn't appear to be improving.

If early help is appropriate, the **DSL** or a Deputy will generally lead on liaising with other agencies and setting up a **Families First Assessment** as appropriate.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Furthermore, they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. (Examples should be listed here)
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. (Examples should be listed here)
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported (state process/examples))
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others, Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part five of **KCSiE DfE 2020** – ‘Child on child sexual violence and sexual harassment’:

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to **Schools Toolkit** the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A KCSiE DfE 2020.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL.

PREVENT: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” KCSiE DfE 2020

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children’s Partnership CP procedures https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (please note: at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass

6. DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers.*

7. RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

- Record as soon as possible after the conversation. Use the schools Child Protection Recording system which may be electronic or using a record of concern sheet. (proforma available on the Hertfordshire Grid for Learning (HGFL))
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child
- Use the body map on the schools recording system or the proforma body map available on HGFL, to indicate the position of any injuries and a clear description of the injury
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original records in case they are needed by a court
- All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. SCHOOL PROCEDURES

Please see Appendix 3: KCSiE Pg18

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** KCSiE(DfE 2020:33):

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of **any verbal disclosures and observations** (record of concern pro-forma is available on the Hertfordshire Grid for Learning).

Particular attention should be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

1. COMMUNICATION WITH PARENTS

Stapleford Primary School will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.

Parents should be informed prior to a **Child Protection Contact Referral**, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible schools and colleges should hold more than one emergency contact number **for each pupil and student. KCSiE DfE 2020:63**

11. ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER, INCLUDING SUPPLY TEACHERS AND VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged

abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns about another member of staff who may pose a risk of harm to children allegations against a professional:

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the headteacher, principal, proprietor of an independent school.
- Where the headteacher or principal is the subject of an allegation, the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager), should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

The Chair of Governors in this school is:

NAME: CONTACT NUMBER:

Alun Broadwood-White 01992583341

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: CONTACT NUMBER:

Peter Critchley 01992583341

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at

https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html

Children's Services – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

What school or college staff should do if they have concerns about safeguarding practices within the school or college?

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (May 2019)*** and also **Addendum April 2020** available at

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school/college's behaviour management policy for more information.

APPENDIX 1: KCSiE (DfE 2020)

Part One: Information for all school and college staff

Annex A: Further information

On publication of this Child Protection Policy, September 2020, the CPSLO Service has decided to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

All staff should have access and have read Part one and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

Link to KCSiE (DfE, 2020):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

APPENDIX 2: DECLARATION FOR STAFF

Child Protection Policy and KCSiE DfE 2020

School/College name Academic Year

Please sign and return to(DSL) by<insert date>.....

I, _____<insert name>_____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

1. Safeguarding Statement
2. Safeguarding at Stapleford Primary School
3. The School Child Protection Policy
4. **Part One and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2020
5. **Keeping Children Safe in Education'** DfE Guidance, 2020
6. The school Safeguarding Policy
7. The school Behaviour Policy
8. The school Whistle Blowing Policy
9. The school Intimate Care Policy
10. The school eSafety and Data Security Policy
11. ICT Acceptable use agreement for staff, governors & visitors – (part of eSafety & Data Security policy)
12. The Code of Conduct for Employees in Schools
13. Lockdown procedure
14. Adult Support in the Classroom (Guidance)
15. Safeguarding reminders
16. The Prevent Duty
17. Working Together To Safeguard Children 2018

I am aware that the **DSLs/DDSLs** are:

- Designated Senior Lead (DSL) for Child Protection: James Shillito
- Deputy Designated Senior Lead (DSL) for Child Protection: Seema Mali

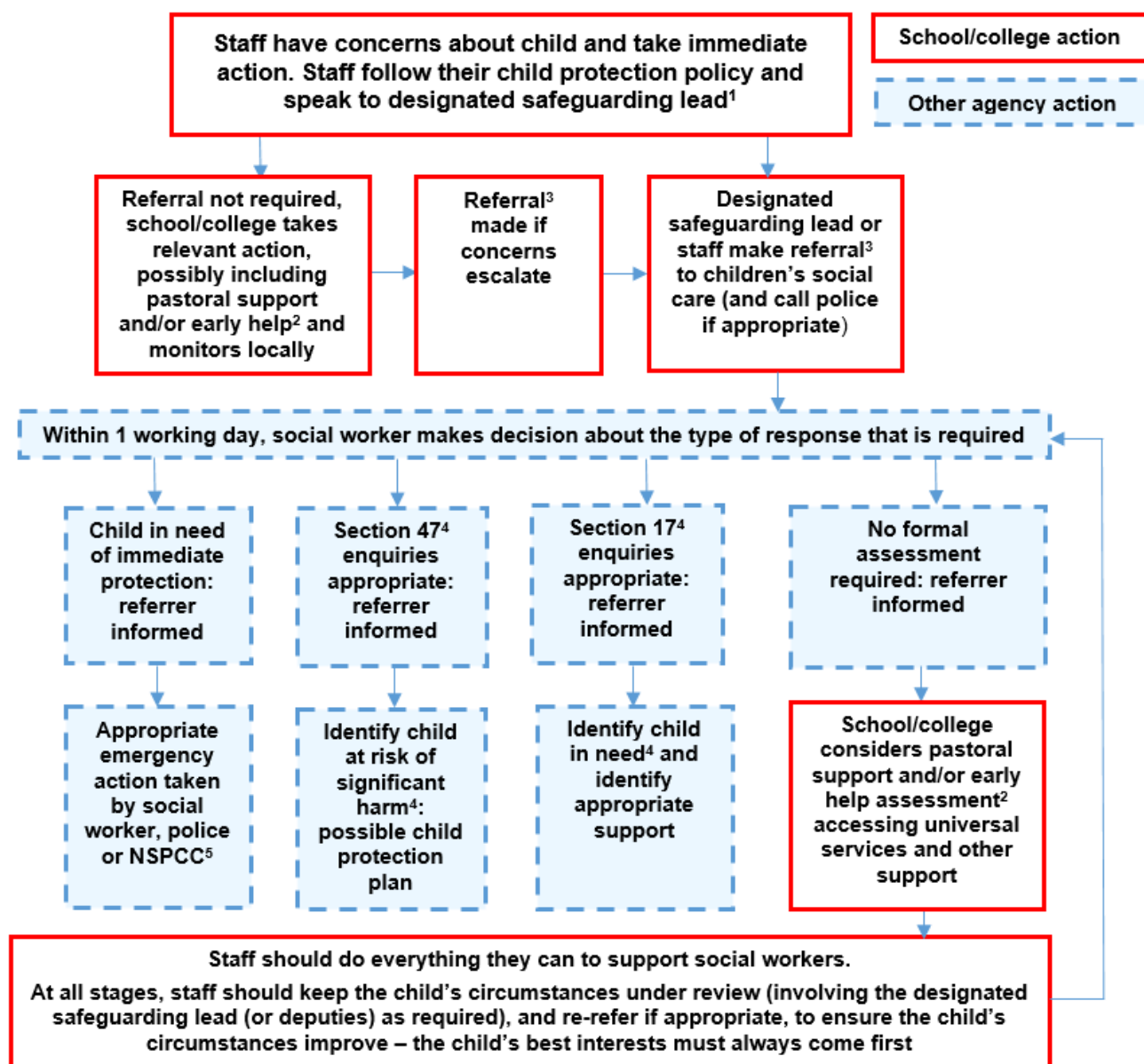
and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available<insert location>.....

Signed _____ Date _____

APPENDIX 3: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

Flowchart



APPENDIX 4: OPERATION ENCOMPASS – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

OUR KEY ADULTS is: James Shillito, Headteacher

APPENDIX 5: Schools coronavirus (COVID-19) operational guidance February 2021

(valid from 8th March)

Actions for schools during the coronavirus (COVID-19) outbreak

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

NB: There is the option in the following appendix to check if you have the necessary arrangements in place for the return of your children and young people to school e.g. click on the boxes where appropriate or if you wish to use as an action plan copy and paste out ☐

Item No' in this appendix	Contents of Appendix 5	Page number in DfE guidance
1)	Overview	5
2)	Public health advice	6-28
3)	Asymptomatic testing	29- 31
4)	Attendance	32- 35
5)	School workforce	36- 41
6)	Transport	42- 44
7)	School meals	45
8)	Remote education	45
9)	Estates	49
10)	Educational visits	50
11)	School uniforms	50
12)	Wraparound provision and extra-curricular activity	51
13)	Curriculum	52
14)	Early years foundation stage (EYFS) to Key Stage 3	52
15)	Key Stages 1 and 2	53
16)	Key Stage 3	53
17)	Key Stages 4 and 5	53
18)	Relationships, sex and health education (RSHE)	54
19)	Music, dance and drama in school	54
20)	Minimising contact between individuals	55
21)	Performances	55
22)	Singing, and playing wind and brass instruments in groups	55
23)	Playing outdoors and indoors	56
24)	Social distancing	56
25)	Seating positions	56
26)	Microphones	56
27)	Handling equipment and instruments	56
28)	Handwashing	56
29)	Avoiding sharing instruments and equipment	57
30)	Suppliers	57
31)	Pick up and drop off points	57
32)	Individual lessons	57
33)	Physical activity in schools	58
34)	Education, Health and Care (EHC) Plans	59

35)	Catch-up support	59
36)	Behaviour, discipline and wellbeing	59
37)	Disciplinary actions	60
38)	Pupil wellbeing and support	61
39)	Wellbeing for Education Return Programme	62
40)	Support and resources	62
41)	Safeguarding	63
42)	Elective Home Education (EHE)	63
43)	Inspection	64
44)	Independent schools (not including academies) inspection	65
45)	Primary assessment	65
46)	Exams	65
47)	Accountability expectations	66
48)	Contingency planning	66

1) Overview

This guidance explains the actions school leaders should take to minimise the risk of transmission of coronavirus (COVID-19) in their school. 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.

From 8 March, all pupils should attend school. Secondary pupils will be offered testing from 8 March.

To prepare for this:

- [review and where necessary, update your risk assessment](#)

- ☐ make sure you are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing.
- ☐ have a contingency plan in place for outbreaks in your school or changes in restrictions
- ☐ communicate any changes in your processes to parents

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

2) Public health advice

We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this guidance. Based on the recent [ONS data](#), the risks to education staff are similar to those for most other occupations.

Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced.

You must comply with **health and safety law** and put in place proportionate control measures. To meet these obligations, you must:

- ☐ review your health and safety risk assessments in light of this refreshed guidance
- ☐ make any necessary changes to your control measures applying the [system of controls](#)

Risk assessment

Employers have a legal duty to protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within your school.

You must regularly review and update your risk assessments - treating them as 'living documents' - as the circumstances at your school and the public health advice changes. This is particularly relevant as you prepare to welcome back more pupils. This includes:

- ☐ having active arrangements in place to monitor that the controls are:
 - effective
 - working as planned
- ☐ You must notify your staff and their health and safety representatives of review outcomes.

System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

In this section where something is essential for public health reasons, as advised by Public Health England (PHE), we have said '**must**'. Where there is a legal requirement, we have made that clear. This guidance does not create any new legal obligations.

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

If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

Prevention

You must always:

- ☐ Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- ☐ Ensure face coverings are used in recommended circumstances.
- ☐ Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- ☐ Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- ☐ Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- ☐ Consider how to minimise contact across the site and maintain social distancing wherever possible.
- ☐ Keep occupied spaces well ventilated.

In specific circumstances

- ☐ Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- ☐ Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

- ☐ Promote and engage with the NHS Test and Trace process.
- ☐ Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- ☐ Contain any outbreak by following local health protection team advice.

System of controls - Prevention

☐ Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school

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

Pupils, staff and other adults must not come into the school if:

- ✓ they have one or more [coronavirus \(COVID-19\) symptoms](#)
- ✓ a member of their household (including someone in their [support bubble or childcare bubble](#) if they have one) has coronavirus (COVID-19) symptoms they are required to [quarantine having recently visited countries outside the Common Travel Area](#)
- ✓ they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- ✓ the start of their symptoms
- ✓ the test date if they did not have any symptoms but have had a positive test (whether this was a [Lateral Flow Device \(LFD\) or Polymerase Chain Reaction \(PCR\) test](#))

☐ You must follow this process and ensure everyone onsite or visiting is aware of it.

If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:

- ✓ must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
- ✓ advise them to follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)
- ✓ advise them to [arrange to have a test](#) as soon as possible to see if they have coronavirus (COVID-19)
- ✓ If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.
- ✓ In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- ✓ the symptomatic person subsequently tests positive
- ✓ they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- ✓ they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
- ✓ they have tested positive from an LFD test as part of a community or worker programme

☐ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.

☐ The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people.

See the guidance on the cleaning of non-healthcare settings.

Ensure face coverings are used in recommended circumstances

☐ Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

☐ Face coverings do not need to be worn by pupils when outdoors on the premises.

☐ In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained.

This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.

☐ In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).

Children in primary school do not need to wear a face covering.

These measures will be in place until Easter.

☐ Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.

Exemptions

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

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

The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Access to face coverings

Staff and pupils are already likely to have access to face coverings.

☐ You should have a small contingency supply available for people who:

- ✓ are struggling to access a face covering
- ✓ are unable to use their face covering as it has become damp, soiled or unsafe
- ✓ have forgotten their face covering

No pupil should be denied education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

☐ You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings requires the:

- ✓ cleaning of hands before and after touching – including to remove or put them on
- ✓ safe storage of them in individual, sealable plastic bags between use

☐ You must instruct pupils to:

- ✓ not touch the front of their face covering during use or when removing it
- ✓ dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
- ✓ place reusable face coverings in a plastic bag they can take home with them
- ✓ wash their hands again before heading to their classroom

Ensure everyone is advised to clean their hands thoroughly and more often than usual

☐ You must ensure that pupils clean their hands regularly, including:

- ✓ when they arrive at the school
- ✓ when they return from breaks
- ✓ when they change rooms
- ✓ before and after eating

☐ Continue to help pupils with complex needs to clean their hands properly.

Frequent and thorough hand cleaning should now be regular practice.

☒ You should consider if you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly

Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach

☐ The ‘catch it, bin it, kill it’ approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine.

The [e-Bug coronavirus \(COVID-19\) website](#) contains free resources for schools, including materials to encourage good hand and respiratory hygiene.

Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents

☐ In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:

- ✓ more frequent cleaning of rooms or shared areas that are used by different groups
- ✓ frequently touched surfaces being cleaned more often than normal
- ✓ cleaning toilets regularly
- ✓ encouraging pupils to wash their hands thoroughly after using the toilet
- ✓ if your site allows it, allocating different groups their own toilet blocks

Consider how to minimise contact across the site and maintain social distancing wherever possible

☐ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this.

☐ You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

☐ Reduce the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. Consider

- ✓ layout of the building
- ✓ feasibility of keeping distinct groups separate while offering a broad curriculum

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.

When using larger groups, the other measures from the system of controls become even more important to minimise:

- ✓ transmission risks
- ✓ the numbers of pupils and staff who need to self-isolate

Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

☐ You will need to consider:

- ✓ the cleaning and use of shared spaces, such as: o playgrounds
- ✓ boarding houses
- ✓ dining halls
- ✓ toilets
- ✓ the provision of specialist teaching and therapies

☐ You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:

- ✓ specialist teaching
- ✓ wraparound care
- ✓ transport
- ✓ boarding pupils who may be in one group residentially and another during the school day

Measures within the classroom

☐ Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission.

☐ There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.

☐ Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.

☐ You 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. It might also include moving unnecessary furniture out of the classroom to make more space.

Measures elsewhere

☐ You should avoid large gatherings such as assemblies or collective worship with more than one group.

☐ When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.

☐ Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.

☐ You should also plan how shared staff spaces are set up and used to help staff to distance from each other.

☐ You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.

Measures for arriving at, and leaving the setting

☐ Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.

☐ Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:

- ✓ condensing or staggering free periods or break time but retaining the same amount of teaching time
- ✓ keeping the length of the day the same but starting and finishing later to avoid busy periods

☐ You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:

- ✓ gather at the gates
- ✓ come onto the site without an appointment

Travelling to the setting

☐ Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so.

☐ The transport to schools and other places of education guidance requires those involved in the provision of dedicated transport to schools to identify the risks.

☐ You should adopt measures to address those risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.

☐ People aged 11 and over must wear a face covering when travelling on public transport.

☐ In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.

Other considerations

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

☐ To make sure pupils with medical conditions are fully supported, work with:

- ✓ local authorities
- ✓ health professionals
- ✓ regional schools' commissioners
- ✓ other services

Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings.

☐ They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.

☐ Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.

☐ You should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.

☐ A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.

☐ As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.

☐ Where a pupil routinely attends more than one setting on a part time basis, 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 pupil.

Equipment

☐ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.

☐ 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.

☐ Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.

☐ Pupils should limit the amount of equipment they bring into school each day, including essentials such as:

- ✓ lunch boxes
- ✓ hats and coats
- ✓ books
- ✓ stationery
- ✓ mobile phones

Bags are allowed.

Parent pick-up and drop-offs

☐ We know that travel to school patterns differ greatly. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.

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

Keep occupied spaces well ventilated

Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.

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

These can be achieved by a variety of measures including:

- ✓ mechanical ventilation systems
- ✓ natural ventilation – opening windows, opening internal doors can also assist with creating a throughput of air

Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary

Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.

Most staff in schools will not require PPE beyond what they would normally need for their work.

☐ If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.

☐ When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.

Promote and engage in asymptomatic testing, where available

☐ Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:

- ✓ Primary schools, school-based nurseries and maintained nursery schools
- ✓ Secondary schools and colleges
- ✓ Specialist settings

System of controls - response to any infection

Promote and engage with the NHS Test and Trace process

☐ Staff members, parents and carers will need to book a test if they or their child has symptoms.

the main symptoms are:

- ✓ a high temperature
- ✓ a new continuous cough
- ✓ a loss or change to your sense of smell or taste

Self-isolate immediately and not come to school if they develop symptoms or have been in close contact with someone who tests positive for coronavirus (COVID-19)

Polymerase Chain Reactions (PCR) tests for symptomatic testing **Booking a polymerase chain reaction (PCR) test through 119**

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.

☐ Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

☐ All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.

Polymerase Chain Reaction (PCR) tests contingency supply

Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.

☐ You will need to decide how to prioritise the distribution of your test kits.
These kits can be given directly to:

- ✓ staff ,
- ✓ parents collecting a pupil who has developed symptoms at school

NHS COVID-19 app

The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate.

☐ This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features.

☐ Staff members are also able to use the app.

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

☐ You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.

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

☐ If the test result is positive, they should inform their school immediately, and The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715).

In order for any of your staff who may be eligible for a payment from the Test and Trace Support Payment scheme to be able to claim, you must follow these steps:

☐ Ensure that you collate a list of appropriate close contacts for the person who has tested positive within your establishment and inform these close contacts that they now need to self-isolate.

☐ Call the new Service Hub on 020 3743 6715 as soon as you have the eight-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.

Contain any outbreak by following PHE local health protection team advice

If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.

☐ You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required.

You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.

☐ If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.

Admitting children and staff back to the school

The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia.

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

☐ In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19).

3) Asymptomatic testing

Coronavirus (COVID-19) asymptomatic testing in schools

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests).

☐ Home test kits will be available for all staff on return.

Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.

Secondary school testing on-site through an Asymptomatic Testing Site (ATS)

☐ Secondary schools should offer pupils testing at an on-site ATS from 8 March.

☐ Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time.

☐ You should offer 3 tests, 3 to 5 days apart.

☐ You have the flexibility to consider how best to deliver testing on a phased basis from 8 March, depending on your circumstances and local arrangements, but you should prioritise vulnerable children and children of critical workers, and year groups 10 to 13.

☐ Pupils should return to face-to-face education following their first negative test result.

Pupils not undergoing testing should attend school in line with your phased return arrangements. Schools will have discretion on how to test students over that week as they return to the classroom.

☐ Testing is voluntary. If consent is provided, pupils will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results.

Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact).

They should continue to apply the measures in the system of controls to themselves and the wider school setting.

☐ Schools should retain a small on-site ATS on site so they can offer testing to pupils who are unable or unwilling to test themselves at home. We will provide further information about funding available to support this.

Home testing

☐ Both pupils and staff in secondary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home.

☐ Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit.

☐ Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.

☐ Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision.

☐ Children aged 11 attending a secondary school should be tested by an adult.

☐ Staff or pupils with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance.

☐ They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures.

Primary schools

☐ Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.

☐ Primary age pupils will not be tested with LFDs.

Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.

All primary school pupils are expected to return to school on 8 March.

Specialist settings

We recognise specialist settings will have additional considerations to take into account when delivering asymptomatic testing and additional guidance will be published and circulated. We recognise that self-swabbing may cause significant concerns for some children and young people with SEND.

☐ Testing is voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person.

Symptomatic testing

☐ The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.

Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.

☐ It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment.

4) Attendance

School attendance will be mandatory for all pupils from 8 March.

☐ The usual rules on school attendance apply, including:

- ✓ parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- ✓ the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

☐ As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.

☐ During the week commencing 8 March, pupils will be offered asymptomatic testing on site in secondary schools.

☐ Pupils who consent to testing should return to face-to-face education following their first negative test result.

☐ Pupils not undergoing testing should attend school in line with your phased return arrangements.

☐ Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result.

☐ Testing is voluntary, but strongly encouraged.

☐ You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls.

Self-isolation and shielding

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

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

We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.

☐ The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice.

☐ They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with

☐ underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At

present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.

☐ You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

☐ As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness.

This is already set out in school attendance guidance¹ but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.

School attendance guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf

☐ You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction.

☐ You should keep a record of this activity but do not need to record it in the attendance register.

You should offer pastoral support to pupils who are:

- ✓ self-isolating
- ✓ shielding
- ✓ vulnerable

☐ Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Recording attendance

☐ You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.

☐ During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.

☐ You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.

We will review and provide further advice to schools in due course on what should be included in pupils' attendance records in end of year reports.

Pupils and families who are anxious about attending school

It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:

- ✓ have themselves been shielding previously but have been advised they no longer need to shield
- ✓ live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)
- ✓ are concerned about the possible increased risks from coronavirus (COVID-19) such as those who have certain conditions such as obesity and diabetes

☐ Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.

☐ Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

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

Encouraging regular school attendance

☐ You should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.

☐ You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them.

☐ You may want to put emphasis on:

- ✓ disadvantaged and vulnerable children and young people
- ✓ pupils who were persistently absent prior to the pandemic
- ✓ pupils who have not engaged with school regularly during the pandemic

☐ To support families who will need additional help to secure pupils' regular attendance, you can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding.

☐ You should also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance.

Vulnerable children

☐ Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.

When a vulnerable pupil is required to self-isolate, you should:

- ✓ notify their social worker (if they have one)
- ✓ agree with the social worker the best way to maintain contact and offer support

☐ You should have procedures in place to:

- ✓ check if a vulnerable pupil is able to access remote education support
- ✓ support them to access it (as far as possible)
- ✓ regularly check if they are accessing remote education

Alternative provision

☐ All pupils in alternative provision (AP) settings should attend school full-time, including:

- ✓ pupil referral units
- ✓ AP academies
- ✓ AP free schools
- ✓ independent AP schools

☐ Where they are affected by the Remote Education Temporary Continuity Direction, AP settings must provide remote education to pupils covered by the Direction whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

☐ AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures.

☐ When working through the system of controls, AP settings should take steps to minimise social contact and mixing as far as is practicable.

☐ All AP settings, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum.

☐ Due to the smaller size of many AP settings, and because AP settings are not typically organised by year groups, AP settings may wish to adopt whole school bubbles as part of their system of controls.

5) School workforce

School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that those staff not attending school who are still able to work should do so from home where possible.

Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.

☐ All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.

☐ You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.

Staff who are clinically extremely vulnerable

CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take.

☐ Employers should talk to their staff about how they will be supported, including to work from home.

☐ You should continue to pay CEV staff on their usual terms.

☐ Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.

The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance. CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.

Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination.

Staff who are clinically vulnerable

☐ CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.

☐ Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.

Pregnancy

☐ You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV.

In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.

☐ Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers.

☐ If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.

☐ Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment.

☐ You must take appropriate sensible action to reduce, remove or control the risks.

☐ As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.

You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).

☐ We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.

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

Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19).

☐ Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.

☐ For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place.

☐ You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks.

Work continues to build our understanding of what these baseline factors are and the increased risks they pose.

Employers' health and safety obligations

☐ Employers have a legal obligation to protect their employees, and others, including children, from harm.

☐ Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.

Following the system of controls will help you:

- ✓ mitigate the risks of coronavirus (COVID-19) to pupils and staff
- ✓ meet your legal duties to protect employees and others from harm

The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which:

- ✓ supports local risk assessments
- ✓ provides guidance for first aiders

Equalities duties

☐ You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information.

Supporting staff

All employers have a duty of care to their employees, and this extends to their mental health.

☐ Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.

☐ Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing. Read about the:

- ✓ extra mental health support for pupils and teachers
- ✓ Wellbeing for Education return programme

Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.

Staff deployment

☐ You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.

☐ You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND.

☐ You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity (see part 3 of keeping children safe in education for further information).

This includes making sure that for any interventions or care for pupils with complex needs:

- ✓ safe ratios are met
- ✓ specific training is undertaken

☐ You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff.

☐ Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.

This is covered under the:

- ✓ Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools
- ✓ the freedoms provided under the funding agreement for academies

If, having pursued all the immediate options available, you still have concerns about staffing capacity, you should talk to your local authority or trust point of contact.

Further support on staff deployment is available including:

- ✓ a workload reduction toolkit to help review and minimise unnecessary burdens the Education Endowment Foundation's (EEF) guidance on making the best use of teaching assistants

Supply staff and other temporary or peripatetic staff

You can continue to use supply teachers and staff. We recommend using the Crown Commercial Service's agency supply deal when hiring agency workers. This offers a list of preferred suppliers, who must provide transparent charging rates. You can get support by emailing supplyteachers@crowncommercial.gov.uk with your school's requirements and contact details.

Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the system of controls.

☐ They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.

This also applies to other temporary staff and volunteers working in schools such as:

- ✓ support staff working on a supply basis
- ✓ peripatetic staff such as music tutors and sports coaches
- ✓ those working in before and after school clubs

Other support

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.

☐ Where you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education.

☐ Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Recruitment

You can continue recruiting members of staff. The Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.

Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. The DfE teaching blog provides:

- ✓ information on the experience of implementing interviews remotely
- ✓ advice that can be sent to candidates on how to prepare for remote interviews

Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.

☐ When recruiting, continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.

Initial teacher training (ITT) providers have worked flexibly to ensure this year's newly qualified teachers (NQTs) are ready and prepared to enter the classroom. NQTs will also be supported by materials based on the early career framework reforms.

Deployment of ITT trainees and school engagement

ITT trainees can continue to go into their host school or college on placement.

☒ Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.

Performance management and appraisal

☐ Maintained schools must continue to follow the school teachers' pay and conditions document. All pay progression for teachers must be linked to performance management.

☐ You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.

Staff taking leave

Staff will need to be available to work in school during term time. Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.

There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return.

Guidance on how to self-isolate when you travel is available.

6) Transport

Dedicated school transport, including statutory provision

☐ Pupils on dedicated school services do not mix with the general public on those journeys.

Local authorities are not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport. However, social distancing should be put in place within vehicles wherever possible.

Dedicated school services can take different forms and may include:

- ✓ coaches regularly picking up the same pupils each day
- ✓ minibuses
- ✓ services which are used by different pupils on different days
- ✓ services for pupils with SEND

☐ Do speak to the local authority or transport provider so that you understand the approach they are adopting. You might wish to request a copy of their updated risk assessment.

☐ children each day

- ✓ pupils clean their hands before boarding transport and again on disembarking
- ✓ additional cleaning of vehicles is put in place
- ✓ organised queuing and boarding is put in place
- ✓ fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents

Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).

☐ As described in the system of controls and in accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school.

This does not apply to people who are exempt from wearing a face covering on public transport.

☐ Do support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.

Wider public transport

In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained.

☐ Its use by pupils, particularly in peak times, should be kept to an absolute minimum.

☐ If possible, consider staggered start times to enable more journeys to take place outside of peak hours.

Pupils travelling from abroad

☐ Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK.

Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a 'red list' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel.

☐ Where pupils (and their parents or guardians or family member) meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days, they must quarantine in a managed quarantine hotel for 10 days.

Peer-to-peer advice and training is available through the EdTech Demonstrator programme.

☐ Find guidance on how schools can order devices and access support to get set up with a digital platform at [get help with technology](#).

7) School meals

☐ We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England. This includes for those eligible for:

- ✓ benefits-related free school meals
- ✓ universal infant free school meals

☐ School kitchens should follow the guidance for food businesses on coronavirus (COVID-19).

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

More information on providing school meals during the coronavirus (COVID-19) outbreak is available.

8) Remote education

☐ Attendance will be mandatory for all pupils of compulsory school age from 8 March. Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).

This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such

pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

☐ Where secondary schools are operating a phased return of pupils in the week commencing 8 March to allow for testing that week, we expect schools to provide remote education for all pupils not yet expected to attend on-site.

☐ Independent Schools (not including academies) are not all covered by the remote education temporary continuity direction. However, they are still expected to meet the Independent School Standards in full at all times. This includes the requirement to meet all of the education requirements set out in part 1 of the Independent School Standards.

☐ The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

☐ In developing remote education, we expect you to:

- ✓ teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- ✓ select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- ✓ If schools do not have an education platform in place, they can access free support at get help with technology see full guidance page 46.

We also recognise that some pupils with SEND may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

A previous expectation for schools to publish information about their remote education provision on their website has now become a legal duty. The legal duty does not require schools to provide any more information than they were previously expected to under the guidance relating to remote education. An optional template is available to support schools with this requirement.

Peer-to-peer advice and training is available through the EdTech Demonstrator programme. Find guidance on how schools can order devices and access support to get set up with a digital platform at get help with technology

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides the information on what you should be doing to protect your pupils online.

- ☐ The guidance includes a collection of resources which includes support for:
 - ✓ safe remote education
 - ✓ virtual lessons
 - ✓ live streaming
 - ✓ information to share with parents and carers to support them in keeping their children safe online

Safeguarding and remote education during coronavirus (COVID-19) provides guidance to help schools and teachers support pupils' remote education during coronavirus (COVID-19).

☐ For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:

- ✓ information portals
- ✓ Safe Remote Learning knowledge base by SGWfL
- ✓ Safeguarding during remote learning and lockdowns by LGfL
- ✓ live remote lessons – SGWfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers
- ✓ the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely

Special educational needs

☐ If pupils with SEND are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

☐ The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

☐ You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education.

In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.

9) Estates

There is no need for class sizes to be adjusted from the usual size.

Ventilation systems

☐ Refer to the system of controls for guidance on keeping occupied spaces well ventilated.

Fire safety

☐ Fire safety management plans should be reviewed and checked in line with operational changes. You should check:

- ✓ all fire doors are operational at all times
- ✓ your fire alarm system and emergency lights have been tested and are fully operational

☐ Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate.

Opening after reduced occupancy

☒ It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires' disease.

10) Educational visits

☐ We advise **against** all educational visits at this time. This advice will be kept under review.

The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak.

11) School uniform

We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

Uniforms do not need to be cleaned:

- ✓ more often than usual
- ✓ using different methods

☐ Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.

Increased ventilation may make school buildings cooler than usual over the winter months.

☐ Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.

12) Wraparound provision and extra-curricular activity

☐ **From 8 March**, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.

We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.

☐ You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:

- ✓ the provision is being offered as part of the school's educational activities (including catch-up provision)
- ✓ the provision is as part of their child's efforts to obtain a regulated qualification or

- meet the entry requirements of an education institution
- ✓ the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group

□ You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible.

The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.

□ Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:

- ✓ advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.
- ✓ encourage them to check providers have put in place their own protective measures
- ✓ send them the link to the guidance for parents and carers

□ If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:

- ✓ considered the relevant government guidance for their sector
- ✓ put in place protective measures

13) Curriculum

□ You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress.

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

- ✓ **Education is not optional.** All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in 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.

□ Informed by these principles, you should meet the following key curriculum expectations:

- ✓ **Teach an ambitious and broad curriculum in all subjects.**
- ✓ **You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.**

14) Early years foundation stage (EYFS) to Key Stage 3

□ For pupils in Reception, disapplication's of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.

□ You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical

development, if you think this would support your children following time out due to coronavirus (COVID-19).

☐ For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

☐ For Reception, consider how all groups of children can be given equal opportunities for outdoor education.

15) Key Stages 1 and 2

☐ For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).

☐ You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.

16) Key Stage 3

☐ For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics.

☐ You should ensure the curriculum remains broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport, religious education, and citizenship.

17) Key Stages 4 and 5

☐ The majority of pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects.

☐ Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support.

18) Relationships, sex and health education (RSHE)

☐ Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils.

☐ You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this.

- ☐ You must engage with parents on the school's RSE policy. You can do this online and do not necessarily need to do so in person.
- ☐ You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021.
- ☐ You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.

19) Music, dance and drama in school

- ☐ You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.
- ☐ Singing, wind and brass instrument playing can be undertaken in line with this and other guidance e.g. the DCMS for professionals and non-professionals.
- ☐ Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information sees music education hubs published by the Arts Council England.

20) Minimising contact between individuals

- ☐ The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. See the system of controls.
- ☐ You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group.
- ☐ Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.
- ☐ If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.

21) Performances

- ☐ You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

22) Singing, and playing wind and brass instruments in groups

☐ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.

23) Playing outdoors

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

Playing indoors

☐ If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance.

24) Social distancing

☐ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists.

Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.

25) Seating positions

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

26) Microphones

☐ Use microphones where possible or encourage singing quietly.

27) Handling equipment and instruments

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

28) Handwashing

☐ Require increased handwashing before and after handling equipment, especially if being used by more than one person.

29) Avoiding sharing instruments and equipment

☐ Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly.

Handling scores, parts and scripts

☐ Limit handling of music scores, parts and scripts to the individual using them.

30) Suppliers

☐ Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.

31) Pick up and drop off points

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

32) Individual lessons

☐ Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.

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

☐ In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.

33) Physical activity in schools

You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.

☐ Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.

☐ For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene.

This is particularly important in a sport 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.

Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.

☐ Refer to:

- ✓ guidance on grassroots sports for public and sport providers, safe provision and facilities, and guidance from Sport England
- ✓ advice from organisations such as the Association for Physical Education and the Youth Sport Trust
- ✓ guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents
- ✓ using changing rooms safely

You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.

☐ Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.

34) Education, Health and Care (EHC) Plans

☐ You should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans.

There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating.

Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews.

☐ At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.

☐ It is important that you co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested.

35) Catch-up support

☐ You will decide how the catch-up premium provided by Government is spent in your school.

To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021.

The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme.

36) Behaviour, discipline and wellbeing

☐ Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available.

☐ Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.

☐ Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:

- ✓ may struggle to reengage in school
- ✓ are at risk of being absent or persistently disruptive

Some pupils may return to school having suffered from:

- ✓ bereavement
- ✓ anxiety
- ✓ in some cases, increased welfare and safeguarding harms

This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:

- ✓ pupils with a social worker
- ✓ previously looked-after children who left care through adoption or special guardianship
- ✓ young carers

☐ These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.

Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour.

☐ 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.

37) Disciplinary actions

The disciplinary powers that you normally have, including suspension and expulsion², remain in place.

☐ ² The terms 'suspension' and 'expulsion' are what legislation refers to as an 'exclusion' Expulsion should only be used as a last resort and must be lawful, reasonable, and fair. Where a pupil with a social worker is at risk of suspension or expulsion, inform their social worker and involve them in relevant conversations.

☐ Try to avoid expelling any pupil with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or expulsion, the designated teacher should contact the relevant authority's virtual school head as soon as possible.

This will help you to decide how to help the child and avoid an expulsion becoming necessary.

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

Pre-empting that a pupil may commit a disciplinary offence, and not allowing the pupil to attend school, is an unlawful suspension.

□You should already have arrangements in place to support attendance and engagement. Consider what additional support pupils may need to make a successful return to full-time attendance.

Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.

Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.

38) Pupil wellbeing and support

Some 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.

□Consider using pastoral and extra-curricular activities to:

- ✓ support the rebuilding of friendships and social engagement
- ✓ address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- ✓ support pupils with approaches to improving their physical and mental wellbeing

□You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible.

Our 'Every interaction matters' webinar can help with offering pastoral support for wellbeing.

Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate.

□Work with school nurses, where they are in place, to:

- ✓ ensure delivery of the healthy child programme (which includes immunisation)
- ✓ identify health and wellbeing needs

- ✓ provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- ✓ support pupils with additional and complex health needs

39) Wellbeing for Education Return Programme

The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.

Local authorities have received funding to employ skilled staff to:

- ✓ deliver the training to schools
- ✓ provide advice and support until March 2021.

40) Support and resources

Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.

☐ The training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.

A recording of the free webinar for school staff DfE, PHE and NHS England hosted to set out how to support returning pupils is available.

You can access Whole School SEND consortium resources on the Whole School SEND Resource page of the SEND gateway. They have also produced:

- ✓ a leaflet about successful returns following a period of absence
- ✓ a leaflet on transition planning for post-year 11 destinations
- ✓ a COVID-19 SEND review guide
- ✓ a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event

41) Safeguarding

☐ Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.

☐ You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead.

☐ As children return try to give designated safeguarding leads and their deputies more time to:

- ✓ support staff and pupils with new safeguarding and welfare concerns
- ✓ handle referrals to children's social care and other agencies where appropriate

☐ The designated safeguarding lead should continue to co-ordinate with children's social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported.

☐ They should speak to school nurses who have continued virtual support to pupils who have not been in school.

42) Elective Home Education (EHE)

☐ You should encourage parents to send their children to school, particularly those who are vulnerable.

EHE does not automatically put children at greater risk of harm.

☐ You should consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.

☐ If you feel there is additional cause for concern, you should follow your own organisation's child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing procedures.

This should happen as soon as you become aware of a parent's intention, or decision, to home educate.

Alerting local authorities as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed.

Part 1 of keeping children safe in education is clear that you are expected to support social workers and other agencies following any referrals. You will already be aware which children have a social worker assigned to them or their immediate family.

☐ You should work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.

You may find it helpful to direct parents to the advice on understanding what EHE is.

Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs.

☐ If a parent wants you to admit their child, you should follow your normal processes for in-year admissions applications. Or, put them in touch with their local authority admissions team to discuss how to apply for a school place for their child.

43) Inspection

State-funded school inspection

Routine, graded Ofsted inspections remain suspended for the spring term. It is intended that these inspections will resume in the summer term. We are continuing to keep the inspection arrangements under review.

In the spring term, Ofsted is conducting non-graded monitoring inspections of:

- ✓ inadequate schools
- ✓ schools judged as requires improvement at their last 2 (or more) consecutive inspections
- ✓ some other schools that require improvement

The monitoring inspections are designed to:

- ✓ provide assurance to parents
- ✓ provide support to schools
- ✓ take into account the school's context, including the impact of coronavirus (COVID-19)
- ✓ enable inspectors to reach an assessment of whether leaders and those responsible for governance are taking effective action to provide education in the current circumstances

The monitoring inspections focus on:

- ✓ action being taken to provide education in the current circumstances
- ✓ the curriculum, including any adaptations to meet current challenges
- ✓ the provision of remote education
- ✓ support for pupils with SEND, whether they are in school or being educated at home
- ✓ the contribution of those responsible for governance
- ✓ the impact of support and challenge provided to the school, including from any external partners

Ofsted also continues to have the power to inspect a school where it has significant concerns. This could include concerns relating to:

- ✓ the quality of education being provided, including remote education
- ✓ safeguarding

44) Independent schools (not including academies) inspection

Ofsted and the Independent Schools Inspectorate will continue to undertake emergency, progress monitoring and material change inspections where appropriate in the spring term. The current intention is that standard inspections will not be reintroduced until the summer term.

45) Primary assessment

We have cancelled the statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, including the Key Stage 2 tests in reading and mathematics.

☐ You should continue to use assessment during the summer term, using past test papers if you wish.

This will inform teaching, enable you to give information to parents on their child's attainment in their annual report, and support transition to secondary school. We are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.

46) Exams

☐ GCSEs, A and AS level exams will not go ahead this summer as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards.

Further detail will be published shortly, now that the consultation on this has closed.

47) Accountability expectations

Performance tables were not published for the 2019 to 2020 academic year. We will not judge schools on data based on exams and assessments from 2020. We will not publish data based on exam and assessment results from summer 2021 on school and college performance tables.

☐ Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021.

48) Contingency planning

☐ For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.

☐ You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time.

To help with this, we have published a contingency framework, which has been updated and outlines how schools should operate in the event of any restrictions.

Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis.

Find guidance on how schools can order devices and access support to get set up with a digital platform at [get help with technology](#).

☐ Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.

Key contacts at Stapleford Primary School

Role	Name	Contact number	Email
Designated Safeguarding Lead	James Shillito	01992583341	head@stapleford.herts.sch.uk
Deputy Designated Safeguarding Lead (s)	Seema Mali	01992583341	s.mali@stapleford.herts.sch.uk
Headteacher / Principal	James Shillito	01992583341	head@stapleford.herts.sch.uk
Trust Safeguarding Manager	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
Chair of Governors	Alun Broadwood-White	01992583341	Alun.bw@stapleford.herts.sch.uk
Vice Chair of Governors	Peter Critchley	01992583341	p.critchley@stapleford.herts.sch.uk
Safeguarding Trustee/Governor	Reverend Jenny Gray	01992583341	j.graystapleford.herts.sch.uk

APPENDIX 6

Interim DfE Safeguarding Guidance: Actions required.

Andrew Hall (Specialist Safeguarding Consultant)

- ☐ Ensure that someone is responsible for ensuring these actions are completed
- ☐ Ensure governors are aware of the Government's interim safeguarding guidance
- ☐ Ensure that someone is responsible for continuity in safeguarding leadership
- ☐ If you are a hub understand that you have the responsibility for safeguarding all children and staff
- ☐ Ensure DSL is available, in-person, by phone or video link
- ☐ Nominate a senior leader to be the onsite safeguarding lead
- ☐ Ensure staff know the new arrangements for DSLs and reporting concerns
- ☐ Understand what changes there may be for contacting the Local Authority Designated Officer LADO
- ☐ Understand what changes there may be for contacting Children's Services
- ☐ Understand what changes there may be for contacting social workers
- ☐ Know which children have social workers and how to contact them
- ☐ Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them
- ☐ Know which children should be in school and follow up where they do not attend
- ☐ Ensure that emergency numbers and alternatives are kept up to date
- ☐ Ensure that there are safeguarding induction processes for new staff and volunteers
- ☐ Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct
- ☐ Ensure that any volunteers have been individually risk-assessed
- ☐ Ensure that each vulnerable child has an easily transferable record of why they are vulnerable,
- ☐ a copy of the EHCP and/or CIN or CP Plan,
- ☐ the name of their social worker and contact details, for LAC children
- ☐ the name of the relevant Virtual School Head
- ☐ Ensure there is a record of which staff are onsite daily
- ☐ Ensure that the SCR is up to date with any relocated staff or volunteers and the checks that have been made
- ☐ Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer
- ☐ Ensure that staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available
- ☐ Consider what to do if there are no IT staff available
- ☐ Ensure that the school has an online teaching and learning policy which considers safeguarding risks and that pupils, parents and staff know how to raise any safeguarding issues that may arise during any online learning
- ☐ Ensure that SLT has a plan for how any bereavements may be handled, including obtaining any support services See charity websites, for example, Winston's Wish, Grief Encounter, or Childhood Bereavement Network or Hope Encounter

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