

# Suffolk Principles and Planning Support for September 2020

Updated August 2020; yellow highlights show added or modified information in this draft.



## Principles and information to support Suffolk schools and settings in planning for COVID-19 pandemic response to opening to all children in September 2020.

This document is intended to support school and setting leaders in preparing; finalising and using risk assessments to inform planning to respond to government information and ambition about all schools and settings being open to all children and young people in September. The information contained links directly to government guidance. Please be sure that everyone uses this version, or any future update of this version, to plan all future actions and strategies in readiness for the autumn term starting in September 2020.

This document is intended to be useful as a cross reference for your ongoing risk assessment process. It includes information about where to go for further information and some local authority (LA) key contacts.

Your risk assessment can be presented in any format that suits your need. The [local authority risk assessment template](#) suggested in this document is one option. This is a new risk assessment template that has been produced to match the most recent government guidance.

*You should establish processes and procedures for your school or setting that ensure all staff, parents, volunteers and visitors are kept up to date with the most recent version of your plans and information so that children and adults are kept safe.*

*You should have mechanisms in place to ensure that no one is missed out and that everyone knows their part in the safe running of the school.*

*You should have mechanisms to ensure that all children and young people are confident that they understand the most recent instructions for safe presence in your buildings, outdoor spaces and school transport and they know who to ask if they are unsure.*

This document is a fully revised and update of ‘Suffolk Principles and Planning (version July 2020)’ that was developed by collaboration with sector leads, unions, professional associations and other stakeholders. We thank everyone involved for their contribution. The previous document is now out of date and should not be used.

Where the term school or schools is used this refers to all publicly funded schools and settings.

The underlying principles of this document are:

- School and college attendance will again be mandatory from the beginning of the new academic year.
- The safety of children, young people and staff is paramount. They need to understand what school leaders expect of them and others.
- September is likely to be an anxious time for some parents, children and young people as well as staff and visitors. Careful planning based on thorough risk assessments and clear messaging with strategies to avoid missing anyone will help to reduce anxiety. This will need to continue throughout the school year.
- You know your school, your pupils and your staff best. Every school and setting in Suffolk has unique circumstances and every decision you make will be based on careful assessment of the resources available to ensure the safety of all pupils and staff. Be sure to refer to relevant supporting guidance and Health and Safety legislation.
- The LA will support you to fulfil plans that are based on thorough risk assessments so that you can open fully in September. Your risk assessment will determine the date when you can achieve opening fully to all. Risk assessments will show clearly the date on which it was last reviewed
- Risk assessments will require re-visiting and updating as your circumstances change and when new government information becomes available. You must be alert to local information so that you can plan for any local responses to spikes in transmission.
- You must refer to the most recent government information when preparing risk assessments and plans.
- You should let the LA know about your capacity to open in September and if this changes. This process will be made clear to all school leaders through Headlines.
- You will be asked for information about your plans to welcome more children and young people back based on your risk assessment. You may choose to place your completed risk assessment on your school web site as part of your communications around COVID19 security.

Updated August 2020

Case studies providing primary, specialist and secondary examples from headteachers about how they plan to implement the DfE guidance for September (including how they plan to address seating plans, interventions, PPA, specialist teaching etc.) <https://unitedlearning.org.uk/protective-measures>

The most recent versions of DfE guidance and previous protocols **MUST** be followed where relevant. Please check you are referring to the most up to date versions.

All DfE guidance linked to the coronavirus outbreak: <https://www.gov.uk/government/collections/coronavirus-COVID-19-guidance-for-schools-and-other-educational-settings>

DfE guidance for September opening: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

DfE guidance for specialist settings: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>

DfE guidance for FE settings: <https://www.gov.uk/government/publications/coronavirus-COVID-19-maintaining-further-education-provision>

DfE guidance for Early Years and Childcare providers: <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>

DfE guidance for parents / carers regarding Early Years providers, schools and colleges: <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

Government Legislation: Employment Rights Act 1996 <http://www.legislation.gov.uk/ukpga/1996/18/contents>

All documents sent through Suffolk Headlines on Suffolk Learning are stored here: <https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs>

The FAQs on the SCC website are regularly being updated for further guidance and support:

<https://www.suffolk.gov.uk/coronavirus-COVID-19/schools-guidance/>

The document is set out into the following key areas which will require careful consideration to determine your planning and actions.

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This document was developed using previous Suffolk protocols relating to COVID-19 and the most recent government information available on **28 August 2020**. We also took into consideration documents from local authorities, unions, professional bodies and other stakeholders. We are grateful to all who shared their documents with us.

**Focus Area: Safeguarding**

**Guidance links:**

<https://www.gov.uk/government/publications/COVID-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/coronavirus-COVID-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**LA support:**

Education Officer: [Alison.Jones@suffolk.gov.uk](mailto:Alison.Jones@suffolk.gov.uk) 07912 596974

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
Safeguarding policies and procedures <b>MUST</b> be followed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. This <b>MUST</b> all be in line with the DfE KCSIE 2020.	
Designated safeguarding leads (and deputies), including designated teachers for children in care and children previously looked after, 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, and agencies and services should prepare to work together to actively look for signs of harm.	
Ensure your Child Protection and Safeguarding Policy has been updated. The LA has produced an <a href="#">Appendix D</a> to the model Child Protection and Safeguarding Policy to reflect the DfE updated guidance. ALL staff <b>MUST</b> sign to say they have read and will follow the updated Safeguarding and Child Protection Policy and the new KCSIE document. Records of this <b>MUST</b> be kept in school.	

<p>Governors will have approved amendments to the school’s safeguarding policy and procedures in line with the latest DfE guidance for COVID-19.</p>	
<p>The designated safeguarding lead (DSL) to follow up any issues that might emerge from safeguarding concerns that may have arisen for individual children whilst they have not been attending school and are not known to the school. The DSL to also follow up non-attendance of vulnerable children, including those defined as ‘vulnerable’ by the school.</p>	
<p>Staff may need additional or refresher training to enable them to be alert for any changes in presentation or behaviours of children since they were last in school and seen by staff that might indicate a safeguarding concern.</p>	
<p>Behaviour policies should be updated to both reflect the new rules and routines to reduce risks while also addressing changes to pupil behaviour (possibly due to a lack of routine, extended absence from school or the impact of children who have experienced developmental trauma) due to COVID-19 with the aim to avoid exclusions.</p> <p><a href="http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p> <p><a href="http://www.gov.uk/government/publications/school-exclusion">www.gov.uk/government/publications/school-exclusion</a></p>	

**Focus Area: Health and Safety / Premises**

**Guidance links:**

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/government/publications/COVID-19-decontamination-in-non-healthcare-settings/COVID-19-decontamination-in-non-healthcare-settings>
- <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>

Management of Health and Safety Regulations 1999: <http://www.legislation.gov.uk/ukxi/1999/3242/contents/made>

**LA support:**

Suffolk (Maintained) Schools Health and Safety Advisor: [nina.bickerton@suffolk.gov.uk](mailto:nina.bickerton@suffolk.gov.uk) 07860 824019

Head of Schools Infrastructure: [joy.stodart@suffolk.gov.uk](mailto:joy.stodart@suffolk.gov.uk) 01473 265331

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
<p>Review all risk assessments in preparation for September 2020 and shared with <b>ALL</b> staff and visitors and approved by governors before the school opens.</p> <p>Employers <b>MUST</b>:</p> <ul style="list-style-type: none"> <li>▪ identify what could cause injury or illness in the organisation (hazards)</li> <li>▪ decide how likely it is that someone could be harmed and how seriously (risk)</li> <li>▪ take action to eliminate the hazard or control the risk</li> </ul> <p><b>COVID-19 specific <a href="#">risk assessment</a> templates and other supporting documents can be accessed via <a href="#">Suffolk Learning</a>.</b></p> <p><i>Also refer to the <b>Social Distancing</b> considerations within this document</i></p>	
<p>Risk assessments should be regularly reviewed in the autumn term and shared with <b>ALL</b> staff and visitors. Considerations for vulnerable pupils (including children in care and children previously looked after), dual registered and those with an EHCP need to be made to ensure that they are still valid and relevant. Updated expectations of requirements for Health and Safety Risk Assessments in Annex A below:</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p>	
<p>Ensure staffing ratios are addressed and consider staff who may require quarantine</p>	

<p>arrangements for 14 days after travelling abroad over the summer holidays and potential adaptations to working practices.  <a href="https://www.gov.uk/government/publications/coronavirus-COVID-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-COVID-19-how-to-self-isolate-when-you-travel-to-the-uk">https://www.gov.uk/government/publications/coronavirus-COVID-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-COVID-19-how-to-self-isolate-when-you-travel-to-the-uk</a></p>	
<p>This is the set of actions schools <b>MUST</b> take as a system of controls having reviewed the most recent risk assessment.          FOR DETAILED GUIDANCE FOR EACH OF THE PREVENTION POINTS USE THE FOLLOWING LINK: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks</a></p> <p><b>Prevention:</b></p> <p>1) continue to minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.  <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a>  <a href="https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance">https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance</a></p> <p>2) Use of face coverings in schools- school leaders to make decisions in line with the most recent government guidance. See the link within 'Social Distancing' below.</p> <p>3) continue to clean hands thoroughly more often than usual. The frequency of hand washing may need to be increased in situations where children spit or use saliva as a sensory stimulant.</p> <p>4) continue to ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Risk assessments need to take into consideration pupils with complex needs who struggle to maintain good respiratory hygiene in order to still provide face-to-face education.</p> <p>5) <b>introduce</b> enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach  <a href="https://www.gov.uk/government/publications/COVID-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/COVID-19-decontamination-in-non-healthcare-settings</a>  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>6) continue to minimise contact between individuals and maintain social distancing wherever possible</p>	

<p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p>7) continue where necessary, wear appropriate personal protective equipment (PPE)  <b>Numbers 1 to 5 MUST be in place in all schools, all the time. Number 6 MUST be properly considered and schools MUST put in place measures that suit their particular circumstances. Number 7 applies in specific circumstances.</b></p>	
<p>This is the set of actions schools <b>MUST</b> take as a system of controls having reviewed the most recent risk assessment. <b>FOR DETAILED GUIDANCE FOR EACH OF THE RESPONSE TO ANY INFECTION POINTS USE THE FOLLOWING LINK:</b>  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks</a>          Ensure the provided ‘home-test kits’ for pupils and staff have been received before the start of the Autumn term. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers">https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers</a></p> <p><b>Response to any infection</b></p> <p>8) engage with the NHS Test and Trace process  <a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>  <a href="https://www.gov.uk/guidance/coronavirus-COVID-19-getting-tested">https://www.gov.uk/guidance/coronavirus-COVID-19-getting-tested</a>  <a href="https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-COVID-19-infection">https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-COVID-19-infection</a>  <a href="https://www.nhs.uk/conditions/coronavirus-COVID-19/testing-for-coronavirus/">https://www.nhs.uk/conditions/coronavirus-COVID-19/testing-for-coronavirus/</a>  <a href="https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance">https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance</a></p> <p>9) manage confirmed cases of coronavirus (COVID-19) amongst the school community  <a href="https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance">https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance</a></p> <p>10) contain any outbreak by following local health protection team advice  <b>Numbers 8 to 10 MUST be followed in every case where they are relevant.</b></p>	
<p>Guidance for contingency plans for local outbreaks can be found below, including advice on remote education support:  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks</a>          Updated guidance for decision makers at mainstream schools with secondary year groups, to help them plan a tier 2 rota model if required:  <a href="http://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions">www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions</a></p>	

<p>Schools should return to their usual uniform policies in the autumn term and communicate the school's approach to parents / carers. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>	
<p>Ensure appropriate signage and posters (ensuring accessibility for all) for hygiene procedures.</p>	
<p>Review Health and Safety policies and procedures in line with the guidance above e.g. fire drill and practise in the first week when more pupils return and added ventilation considerations:  <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p>	
<p>Check that the additional statutory compliance checks such as those for water safety <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a>, fire safety, lifts, boilers or air conditioning have been completed and, where appropriate, certified in line with the school's timetable. <a href="http://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">Maintaining Building Compliance www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></p>	
<p>Ensure all relevant staff know the arrangements for suppliers and check they are following appropriate physical distancing and hygiene measures (e.g. food suppliers, grounds maintenance, transport providers) including when in school.</p>	
<p>Work with your catering supplier to ensure meals <b>and water</b> are available for all children in school and that kitchens are fully operational and are following the guidance for food businesses:  <a href="https://www.gov.uk/government/publications/COVID-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-COVID-19">https://www.gov.uk/government/publications/COVID-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-COVID-19</a>  <a href="http://www.gov.uk/government/publications/covid-19-free-school-meals-guidance">www.gov.uk/government/publications/covid-19-free-school-meals-guidance</a></p>	
<p>Review individual pupil risk assessments to address any shared/personal items that children/young people use as a strategy to access learning e.g. weighted blanket, stress relief tools and to also ensure shared resources such as textbooks are cleaned and kept within 'bubbles'. All pupils with an EHCP should have a risk assessment shared with the LA, this should be reviewed in line with any changes to guidance.</p>	

<p>Make arrangements for where personal protective equipment (PPE) supplies will be needed following the guidance: <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	
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**Focus Area: Social Distancing**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks>

**LA support:**

Head of CYP Health Improvement & Sexual Health, Public Health: [sharon.jarrett@suffolk.gov.uk](mailto:sharon.jarrett@suffolk.gov.uk) 07850 975254

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
<p>Make decisions on the physical and organisational structures needed to limit risks and limit movement around the building(s) (e.g. classroom layouts, entry and exit points, staggered starts and break times, one-way systems, year group / class ‘bubbles’, increased use of outdoor spaces (sun cream considerations and application at home), lunch queues, use of communal staff areas)</p> <p>For further guidance on pupil groupings and classroom measures etc. refer to ‘Prevention’ point 5 below:</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-COVID-19-risks</a></p>	
<p>Make decisions on face coverings, for staff or visitors in primary schools and for Year 7 pupils and older in secondary schools, including all staff in communal areas such as corridors where social distancing is more challenging.</p> <p><a href="https://www.gov.uk/government/news/update-on-face-coverings-in-schools">www.gov.uk/government/news/update-on-face-coverings-in-schools</a></p>	
<p>Leaders should aim to not put in place rotas (unless following Tier 2 restriction guidance in secondary schools), and social distancing should always be maximised between adults and pupils. Leaders will use thorough risk assessments to establish how this can be achieved.</p>	
<p>Agree how safety measures and messages will be implemented and displayed around school, ensuring accessibility for all e.g. EAL, large print.</p>	
<p>Also be sure to refer to the <b>Health and Safety/Premises</b> within this document.</p>	
<p>Ensure processes and support are in place for pupils who are unable to socially distance e.g. due to challenging behaviours, complex needs, requirement of intimate care and /or anxieties around returning to school following lockdown. Consideration to be given to</p>	

<p>children who have specific needs, including the need for alternative methods of communication such as signing, symbols and other visuals to aid understanding and for children who need close proximity to be able to regulate their emotions.</p>	
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**Focus Area: Wellbeing**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations>

**LA support:**

[leadershipwellbeingsupport@suffolk.gov.uk](mailto:leadershipwellbeingsupport@suffolk.gov.uk) (01473) 260163.

For enquiries regarding Children in Care, Virtual School Head Matthew Cooke [SuffolkVirtualSchool@suffolk.gov.uk](mailto:SuffolkVirtualSchool@suffolk.gov.uk)

For the Locality Virtual Schools, the LA Lead is also Matthew Cooke, contact [suffolkvulnerablechildrenLVS@suffolk.gov.uk](mailto:suffolkvulnerablechildrenLVS@suffolk.gov.uk)

Headteacher Specialist Education Izzy Connell: [Izzy.Connell@suffolk.gov.uk](mailto:Izzy.Connell@suffolk.gov.uk) 07540 773775

Principal Educational Psychologist Claire Darwin: [Claire.darwin@suffolk.gov.uk](mailto:Claire.darwin@suffolk.gov.uk) 07515 191604

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
The wellbeing of school leaders will be facilitated through calls with the LA and the use of the LA wellbeing support team. <a href="mailto:leadershipwellbeingsupport@suffolk.gov.uk">leadershipwellbeingsupport@suffolk.gov.uk</a> (01473) 265656. For other staff members appropriate wellbeing support will be actioned if / when required eg. Employee Assistance Programme	
Risk assessments <b>MUST</b> be shared regularly with <b>ALL</b> staff, including volunteers, to offer reassurance and help alleviate anxiety linked to returning to work, new working practices and social distancing advice. <i>Also refer to <b>Health and Safety/Premises</b> and <b>Social Distancing</b> considerations within this document</i>	
Regular checks on all staff wellbeing and staff workload need to be in place (resources to support this (May 4 <sup>th</sup> and April 22 <sup>nd</sup> ): <a href="https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs">https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs</a> <a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a>	

<p>Ensure the risk assessment for staff and pupils with protected characteristics, including race (BAME) and disability, is included as a priority consideration e.g. adaptations to curriculum to support potential pupil anxieties, reassurances to parents and staff sharing risk assessments made etc.</p>	
<p>Ensure mental health, pastoral or wider wellbeing support for children (particularly vulnerable and SEND pupils) and staff (e.g. bereavement support, anxiety etc.) is in place.  <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>  <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a>  <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a>          Consider the use of the DfE training materials within the DfE Guidance for Full Opening document: <a href="https://youtu.be/MYmBLnSQh3M">https://youtu.be/MYmBLnSQh3M</a></p>	
<p>Use <a href="#">external support and guidance</a> from other agencies and services, e.g. Virtual School, Specialist Education Services, <a href="#">Sign Health</a>, Psychology and Therapeutic Services, <a href="#">Emotional Wellbeing Hub</a> and nursing services. Consider how these may apply to pupils who were not previously affected. For specialist services information: <a href="https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=9-4-gMINCZ8">https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=9-4-gMINCZ8</a></p>	
<p>Ensure any adaptations to the behaviour policy should take into account the adverse experiences children may have had during the pandemic and offer support and access to external services (e.g social worker, Virtual School for children in care, counsellors, CISS) to overcome any barriers to learning, with the aim to avoid exclusions.  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a>  <a href="https://www.gov.uk/government/publications/school-exclusion">www.gov.uk/government/publications/school-exclusion</a></p>	
<p>Carry out preparation work with pupils and families prior to returning to school to share modifications e.g. physical layout. To also acknowledge those pupils who have and have not attended since lockdown and the differences that they will experience e.g. emotional support etc. For specialist provision, and where otherwise applicable, this might include visits to the setting, social stories to enable a child or young person with SEND and/or wider vulnerabilities such as having experienced developmental trauma to return to full provision.          Consider using the 'Back to School' resources from PHE to support the return to school</p>	

<p>for parental reassurance: <a href="https://coronavirusresources.phe.gov.uk/schools-/resources">https://coronavirusresources.phe.gov.uk/schools-/resources</a> and the information and practical guidance within the following link: <a href="http://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p>	
<p>Consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"><li>▪ support the rebuilding of friendships and social engagement</li><li>▪ address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li><li>▪ support pupils with approaches to improving their physical and mental wellbeing</li></ul>	

**Focus Area: School Workforce Arrangements**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations>

**LA support:**

NQT and Appropriate Body Lead: Celia Moore: [Celia.Moore@suffolk.gov.uk](mailto:Celia.Moore@suffolk.gov.uk) 01473 264005

Suffolk and Norfolk SCITT Leader: Anna Richards: [Anna.Richards@suffolk.gov.uk](mailto:Anna.Richards@suffolk.gov.uk) 01473 265080

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
Consider where a staffing role may be conducive to home working for example, some administrative roles, school leaders should explore what may be feasible and appropriate in line with the setting's risk assessments.	
It is expected that most staff will return to the workplace, although those in the most at risk categories (clinically extremely vulnerable and pregnant) are to take particular care and school leaders have flexibility to adjust working practices for them.  <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19</a>	
Discuss any staff concerns and explain the measures the school is putting in place to reduce risks for people with particular characteristics who may be at comparatively increased risk from coronavirus (COVID-19). This is particularly important with any new staff, including NQTs, who will be joining the school in September 2020. NQTs should receive their full statutory entitlements in line with the statutory guidance: <a href="https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts">https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts</a>	
Consider possible adaptations to staff deployment and to use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Leaders should discuss and agree any changes to staff roles with individuals and risk assess appropriately.	

<p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p>	
<p>Recruitment should return to normal practice in the autumn term in line with KCSIE and safer recruitment processes. Over the summer period it is recommended that schools continue to recruit remotely.</p>	
<p>Continue to engage temporary staff (supply teachers, sports coaches, peripatetic music tutors, specialists, therapists and clinicians) during this period and keep a register of these including all other visitors (contractors etc.) whilst minimising the number of visitors to the school where possible (consider longer term appointments where applicable). These staff <b>MUST</b> adhere to the school’s risk assessments, with particular attention being paid to social distancing from other staff and pupils.</p>	
<p>Volunteers can be used in schools from September, however they <b>MUST</b> be properly supported and given appropriate roles. Risk assessments and checking processes <b>MUST</b> be carried out as outlined in volunteer section in Part 3 of KCSIE. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>	

**Focus Area: Teaching and Learning / Curriculum**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

<https://www.gov.uk/guidance/remote-education-during-coronavirus-COVID-19>

<https://www.gov.uk/government/publications/coronavirus-COVID-19-online-education-resources>

**LA support:**

Jacqui Cant, Assessment and Moderation Officer [Jacqueline.Cant@suffolk.gov.uk](mailto:Jacqueline.Cant@suffolk.gov.uk) 07713 092755

Kathryn Roper, Senior Standards and Excellence Officer, [Kathryn.Roper@suffolk.gov.uk](mailto:Kathryn.Roper@suffolk.gov.uk) 07595 091940

Headteacher Specialist Education Services Izzy Connell: [Izzy.Connell@suffolk.gov.uk](mailto:Izzy.Connell@suffolk.gov.uk) 07540 673775

Principal Educational Psychologist Claire Darwin: [Claire.darwin@suffolk.gov.uk](mailto:Claire.darwin@suffolk.gov.uk) 07515 191604

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
<p>Consider the arrangements for examinations in the Autumn term in secondary schools  <a href="https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series">https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series</a></p>	
<p>Take time to celebrate ALL children’s learning over the school closure period which should be linked to their ability.</p>	
<p>All pupils <b>MUST</b> receive a high-quality education where the curriculum remains broad and ambitious in all subjects and flexibilities are used to create time to cover the most important missed content with a view to resume a normal curriculum in all subjects no later than summer</p>	

<p>term 2021.</p>	
<p>Ensure guidance (Updated guidance to show that the Amendment Regulations will expire on 25 September 2020) is observed around the implementation of provision in EHCPs and that Personal Education Plans (PEPs) for children in care are updated regularly throughout the term. <a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus</a></p>	
<p>Review the teaching of mathematics to focus on core concepts and the progression of these in different year groups; guidance for primary schools: <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p>	
<p>Ensure the provision being used for remote education (where applicable) is of a high quality and accessible to all and aligns as closely as possible with in-school provision that is well-planned and prepared for.  e.g. the use of <a href="#">BBC Bitesize</a>, <a href="#">Oak National Academy</a> or other remote education platforms, including specialised resources and added support for children with additional needs.  Further considerations for remote learning:</p> <ul style="list-style-type: none"> <li>▪ set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects and appropriate support is provided through regular communication</li> <li>▪ 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</li> <li>▪ provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>▪ gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>▪ enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>▪ plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul>	

<p><a href="https://www.gov.uk/government/publications/coronavirus-COVID-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-COVID-19-online-education-resources</a></p>	
<p>Where applicable, devices will be available for disadvantaged children in certain year groups who are affected by disruption to face to face education at their school, or have been advised to shield because they are clinically extremely vulnerable. <a href="https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19">https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19</a></p>	
<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work).</p>	
<p>Specific points linked to curriculum provision for EYFS to Key Stage 3 and Key Stage 4 and 5 can be found in:</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p>	
<p>Ensure the importance of teaching and learning of PSHE in light of COVID-19 for all pupils (including vulnerable pupils and those with an EHCP), e.g. using the RSHE curriculum, the new RSHE Portal, resources in the guidance above and the following resources to support (April 22<sup>nd</sup> and May 4<sup>th</sup> link): <a href="https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs">https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs</a></p>	
<p>Agree the returning support available for vulnerable and/or disadvantaged children (including any dual-registered pupils, children in care and children previously looked after) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities and Virtual School</p>	
<p>Consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.</p> <p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles</p>	

<p>where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. For added guidance related to extra-curricular provision: <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-COVID-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-COVID-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-COVID-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-COVID-19-outbreak</a></p>	
<p>Settings can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> <p>Settings also make use of outdoor spaces in the local area to support delivery of the curriculum but complete full risk assessments taking into account protective measures.</p> <p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p>	
<p>The curriculum offer should follow social distancing and hygiene guidance e.g. adaptations to PE <b>and music</b>, no contact sports, thorough cleaning of equipment <a href="#">Youth Sport Trust resources PE Association guidance</a> drama and music lesson adaptations risk assessed (further guidance to follow) and use of all shared resources being regularly cleaned and only shared within year group ‘bubbles’.</p> <p>For further guidance on sport and recreation:  <a href="https://www.gov.uk/government/publications/coronavirus-COVID-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-COVID-19-guidance-on-phased-return-of-sport-and-recreation</a></p>	
<p>Ensure catch up support funding allows pupils to have the chance to catch up and supports schools to focus on children’s individual needs, <b>including the new EYFS support package to close the language gap.</b></p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium">https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</a>  <a href="https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap">https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap</a></p>	

<p><a href="https://educationendowmentfoundation.org.uk/COVID-19-resources/COVID-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/COVID-19-resources/COVID-19-support-guide-for-schools/</a> <a href="https://educationendowmentfoundation.org.uk/COVID-19-resources/national-tutoring-programme/">https://educationendowmentfoundation.org.uk/COVID-19-resources/national-tutoring-programme/</a></p>	
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**Focus Area: Attendance**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations>

**LA support:**

Stuart Hudson [Stuart.Hudson@suffolk.gov.uk](mailto:Stuart.Hudson@suffolk.gov.uk) 07718 100876

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
<p>Submit attendance figures using the DfE educational setting status form (link below) by midday every day. Educational settings should also complete the <a href="#">school attendance register</a>.  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings</a></p>	
<p>Understand that small numbers of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).</p>	
<p>Understand that most pupils who were previously shielding will now be expected to return to school, for further guidance:  <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19</a>                      This may change due to increases in the infection rates locally.</p>	
<p>Ensure where a pupil is unable to attend their setting because they are complying with clinical or public health advice, we expect settings to be able to immediately offer them access to remote education. Settings should monitor engagement with this activity.</p>	

<p>In September, the usual rules on school attendance will apply, including parents' duty to secure that their child attends regularly at school. Schools' responsibilities are to record attendance and follow up absence with the availability to issue sanctions. Where children and young people are not able to attend their setting as parents are following clinical or public health advice, absence will not be penalised.</p>	
<p>Settings should:</p> <ul style="list-style-type: none"> <li>▪ communicate clear and consistent expectations around attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year</li> <li>▪ identify pupils who are reluctant or anxious about returning or who at risk of disengagement and develop plans for re-engaging them - this should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with their setting regularly during the pandemic</li> <li>▪ Consider the needs of children who came into care and/or experienced a care placement change during the pandemic</li> <li>▪ use any additional catch up funding, as well as existing pastoral and support services, attendance staff and resources and settings' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance</li> <li>▪ work closely with other professionals as appropriate to support the return to settings including, continuing to notify the child's social worker if they have one, of non-attendance</li> </ul>	
<p>Ensure all efforts are made to not encourage families to elect EHE for their children and that if they do elect such a course then schools should invite the parents/carers to discuss any issues or concerns that could be resolved to enable the child to continue to be educated at school. It is strongly advised that the school ensures the family are made aware of the support, advice and guidance available from the SCC EHE team and how to contact them if they wish to do so. There may be circumstances where it would be appropriate to consider a managed move through the IYFAP process.</p> <p>If the parents' decision is firmly to home educate, acknowledge this in writing and delete the child's name from the school register. In all circumstances, the school must inform SCC EHE team of removal of the child's name from the register following the above. This should be</p>	

<p>completed using the Suffolk School’s Portal Child Missing Education referral form (see link), within five working days.          (Regulation 12 (3) of the "The Education (Pupil Registration) Regulations 2006) Schools MUST be clear with families that pupils would lose their school place if they choose to EHE beyond this time period and would have to re-apply through the admissions procedures, if at a later date they wished their child to return to school. If school have any queries in relation to EHE please contact SCC EHE team for further information and advice.</p> <p><a href="https://sccschoolsportalprod.azurewebsites.net/dashboard">https://sccschoolsportalprod.azurewebsites.net/dashboard</a></p>	
<p>Dealing with Children Missing education (CME) the need to ensure that all schools continue to report all children that are placed on roll or taken off a school roll to the local Authority.</p>	
<p>Working with the wellbeing services and school nursing service to identify strategies and processes to help children who because of the COVID 19 have become school refusers or are too anxious to return to school. This may also apply to the parents and carers of children who may have similar worries about allowing children to return to schools.</p>	
<p>Schools both maintained and Academy Trust settings, should consider the use of Educational Welfare Officers (EWO) to make contact with families who are not sending their children to school when there is an offer at the school. The use of the allocated School EWO will potentially free up valuable time for teaching staff and allow a sensitive communication by an independent person to establish the reasons for non-attendance and to put strategies in place to help the children to return to school in partnership with the school.</p>	
<p>To consider School Attendance Order (SAO) applications in the light that such orders are made for our most vulnerable children who do not have a school and need an educational setting.</p>	

**Focus Area: Transport**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations>

<https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020>

For public transport guidance <https://www.gov.uk/guidance/coronavirus-COVID-19-safer-travel-guidance-for-passengers>

**LA support:**

CYP School Travel: Jan Scott [Jan.Scott@suffolk.gov.uk](mailto:Jan.Scott@suffolk.gov.uk) 07920 466310

Any school requests for transport (not for parents) should be emailed to: [Transport.ServiceOps@suffolk.gov.uk](mailto:Transport.ServiceOps@suffolk.gov.uk).

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
<p>Staff and children should be encouraged to find alternative forms of transport to the setting, other than public transport services. If they have to use public transport they should have an awareness of, and adhere to the following guidance: <a href="https://www.gov.uk/guidance/coronavirus-COVID-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-COVID-19-safer-travel-guidance-for-passengers</a></p>	
<p>Liaise with the LA, transport providers and partners to ensure dedicated transport should align as far as possible with the principles underpinning the system of controls set out in the guidance and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul>	

**Focus Area: Accountability and Assessment**

**Guidance links:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability>

<https://www.gov.uk/guidance/ofsted-coronavirus-COVID-19-rolling-update>

**LA support:**

Jacqui Cant, Assessment and Moderation Officer [Jacqueline.Cant@suffolk.gov.uk](mailto:Jacqueline.Cant@suffolk.gov.uk) 07713 092755  
 Contact with Standards and Excellence Officers

<b>These areas require careful planning and actions.</b>	<b>Actions required:</b> <i>(who? when? etc.)</i>
Understand that Ofsted routine inspections will continue to be suspended for the autumn term, however Ofsted may visit a sample of schools to see how they are managing the return to education of all pupils. <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability</a>  <a href="https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans">https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans</a>	
Understand that normal LA accountability processes that may be modified to take into account the COVID-19 situation e.g. communications with SEOs.	
Statutory duties should continue to fulfil requirements e.g. safeguarding, premises compliance checks, meeting and the needs of all groups of children and young people	
Primary assessment information can be found in the guidance below:  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability</a>	

<p>Consider the arrangements for examinations in the Autumn term in secondary schools <a href="https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series">https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series</a></p> <p>Exam guidance for summer 2021 can be found in the guidance below: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability</a></p>	
<p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p> <p>More information can be found in the guidance below: <a href="https://www.gov.uk/government/publications/coronavirus-COVID-19-school-and-college-performance-measures/coronavirus-COVID-19-school-and-college-accountability">https://www.gov.uk/government/publications/coronavirus-COVID-19-school-and-college-performance-measures/coronavirus-COVID-19-school-and-college-accountability</a> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-4-assessment-and-accountability</a></p>	

**Focus Area: Governance**

**Guidance links:**

<https://www.gov.uk/government/publications/coronavirus-COVID-19-financial-support-for-education-early-years-and-childrens-social-care>

<https://www.gov.uk/government/publications/coronavirus-COVID-19-financial-support-for-schools>

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These areas require careful planning and actions.	Actions required: <i>(who? when? etc.)</i>
Usual statutory duties of the Governing Body are required e.g. Headteacher Performance Management, finance, Pay Policy, school is fully staffed (recruitment process in place if required), Safeguarding Policy and procedure, website compliance (potential adaptations linked to COVID-19), school improvement planning and review, checking the robustness of risk assessments.	
Frequent and regular checks on school leader's and staff wellbeing are required. Resources are available from the <a href="#">British Safety Council</a> .	
Review methods of communication e.g. technology for virtual meetings, recording of governor minutes.	
Consider the financial implications of COVID-19, support is in guidance above.	
Governors <b>MUST</b> have an awareness of <b>ALL</b> DfE guidance regarding COVID-19 and check that these are fully implemented in school policies and procedures (e.g. health and safety, premises adaptations etc.)	

<p>Check Governor Headlines and other relevant sources (NGA, current union advice) for updates and guidance so that the governing body understands what it should do to fulfil its duty to and support for the school in a dynamic period of leadership.</p>	
<p>Work with other school-based provision as necessary (for example, nursery, before and after school provision, SEN unity) to ensure policies are aligned where they need to be.</p>	
<p>Work with school leaders in making appropriate plans and endorsing communications with parents/carers (e.g. staffing ratios, provision for vulnerable learners ,including children in care and children previously looked after, curriculum offer and impact on learning) for September and check on these plans.</p>	