## **Summary of DfE Announcements and Guidance w/c 4th January**

## **Summary of DfE Announcements**

## **Announcements are from:**

* **National lockdown now in force – DfE Daily Update 5th January**
* [**Education Secretary outlines plans to support young people**](https://www.gov.uk/government/news/education-secretary-outlines-plans-to-support-young-people) **– 6th January**
* **Information for schools with members of the National Education Union and Unison – DfE Daily Update 7th January**

**Actions are from:**

* [**Restricting attendance during the national lockdown: schools Guidance for all schools in England**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf) **(7th January update).**

Please refer to the document links for the full guidance and details.

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| Announcement | Guidance/Actions |

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| **Area** | | **Summary from Guidance** |
| **Vulnerable children and children of critical workers** | | * Schools and colleges should only allow vulnerable children and the children of critical workers to attend. * Children with at least one parent or carer who is [listed as a critical worker](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-maintaining-educational-provision%2Fguidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision%3Futm_source%3D5%2520January%25202021%2520C19%26utm_medium%3DDaily%2520Email%2520C19%26utm_campaign%3DDfE%2520C19&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C93d2d867ad674229cb2008d8b26e2099%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637455533367998576%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=mxub0zE9Or4HBd3yYAeuXdH5WsfAasgiFui1WbiN2tE%3D&reserved=0) are eligible for a school place. It is not necessary for both parents to be critical workers. * Schools and colleges should speak to parents and carers to identify who requires a school place. You can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. * The critical worker list has been updated to include new workforces whose work is critical following the end of the EU transition period. * Every school will have a different number of children of critical workers who need to attend. It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups. This is because we are reducing overall social contact across areas and the country rather than individually by each institution. |
| **Early Years** | | * Early years settings (including nurseries and childminders) remain open * Childminders can continue to look after all early years children; and those school-age children (from reception onwards) who are vulnerable or children of critical workers together |
| **Educational settings status form** | | * Schools and colleges do not need to complete the educational setting status form. * We are updating the educational setting status form to reflect the new position. * We will provide a further update shortly on when schools and colleges should resume completing this form. |
| **Vulnerable children and young people** | | If vulnerable children and young people do not attend, schools should work together with the local authority and social worker (where applicable) to:   * follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests * (and other relevant partners) to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate.   Schools are encouraged to work collaboratively with other schools and education providers and other local partners to maximise opportunities for face-to face provision for vulnerable children.  [Children of critical workers and vulnerable children who can access schools or educational settings](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision" \l "vulnerable-children-and-young-people) |
| **Critical Workers** | | Schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.  It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups.  [Children of critical workers and vulnerable children who can access schools or educational settings](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision) |
| **Opening Hours & Wraparound** | | We expect schools to operate for their normal hours. Where possible, we would encourage breakfast club and after school provision, to help support the children of critical workers.  Schools should also work closely with any external wraparound providers which these pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. If not practical, it may needed to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If so:   * seek to keep children in small, consistent groups with the same children each time, as far as this is possible. * one staff member can supervise up to two small groups, provided that any relevant ratio requirements are met   Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers that offer provision to children of critical workers and/ or vulnerable children. |
| **Early Years** | | [Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-early-years-and-childcare-closures%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3De0e6071b-ab48-4d21-bce7-a8ae26bd8c15%26utm_content%3Ddaily&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C047e0908ba4d4f04250008d8b3b0c574%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637456919097911363%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=h%2Bs0hDbS%2FXV%2Bob1yXpwocxZAAIJH6nxxQfzMYzyAi%2BI%3D&reserved=0) |
| **Risk Assessments** | | Schools should thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls. Treat as a ‘living document’ which is kept under review.  [Review Annex: Health and safety risk assessment](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf) |
| **Rotas** | | Schools should not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely. |
| **Attendance** | | Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.  All pupils who are not eligible to be in school should be marked as Code X.  If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.  When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.  [Schools attendance: guidance for schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf) |
| **Safeguarding** | | Schools should review their child protection policy (led by their designated safeguarding lead) to reflect the move to remote education for most pupils, revisit annex/addendum.  There should be no change to local multi-agency safeguarding arrangements.  It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:   * a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home * sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) * Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site. |
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| **Technology** | | * Schools will be supported by further deliveries of laptops and tablets for the most disadvantaged. * Schools can request free mobile data uplifts for disadvantaged families, via the Department for Education’s website. * All secondary schools have been invited to order through the [Get help with technology service](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fget-help-with-tech.education.gov.uk%2Fstart&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C93d2d867ad674229cb2008d8b26e2099%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637455533368008574%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=FucWsH1PZD4Omyn66%2BbOVk1ne9%2Fl57jlz5ocHsZsNFU%3D&reserved=0). * We will invite primary schools to order over the coming weeks, starting with the most disadvantaged areas in England. We will contact each school by email as soon as they can order. * Most orders will be delivered within 2 working days of an order being placed, and we aim to deliver all within 5 working days. We are also providing [internet connections](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fget-help-with-tech.education.gov.uk%2Finternet-access&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C93d2d867ad674229cb2008d8b26e2099%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637455533368008574%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=6EoAdK2EJ%2BqbFxUh5aU4EZsL%2Be0ovEBP9wGmO%2Fa%2B%2Bgg%3D&reserved=0) where they are needed. * If you do not already have access to a digital education platform we can help you set one up for free. * Updated Guidance: [Get help with technology during coronavirus (COVID-19)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fget-help-with-technology-for-remote-education-during-coronavirus-covid-19%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3D15489127-e0fe-47b1-878c-8a7ad55767cc%26utm_content%3Ddaily&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C047e0908ba4d4f04250008d8b3b0c574%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637456919097901366%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=F9KTdzM%2Fb%2FleXzgrgDk60wNvsRZRhqdyf6FOX%2FbMNI4%3D&reserved=0) |
| **Remote Education** | | * Schools expected to provide a set number of hours of high-quality remote education for pupils * Expectation that schools to have a digital platform, such as G-Suite or Microsoft Education, and should provide at least some of their remote provision via video lessons – this can be done by school-led videos or using other providers like Oak National Academy |
| **Remote Education**  **Complaints** | | * Parents should raise concerns about remote education with their school and can report those concerns to Ofsted if the matter is not resolved. |
| **Remote Education** | | Schools are expected to build on their existing remote education provision, ensuring a strong offer is in place for all pupils.  The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.  The amount of remote education provided should be, as a minimum:   * 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   The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils’ special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.  Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. |
| **Catch Up** | | We recognise that it may be challenging for schools to deliver effective catch-up support during periods when COVID-19 restrictions impact their normal operating procedures. Schools can continue to offer NTP tuition as arranged with Tuition Partners - the majority of tuition partners are already in a position to offer online tuition at home – and the Academic Mentor programme will also continue with mentors working online in line with individual school policies.  Schools should also use this period to strategically plan the catch-up support required for their pupils in the next half-term. |
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| **Testing** | | * The coronavirus (COVID-19) testing programme should be continued to enable weekly testing for staff and daily close contact testing for those staff and pupils attending secondary schools and colleges.  Register a team leader for your secondary school or college rapid coronavirus (COVID-19) test site. Team leaders are responsible for the overall on-site operations at the test site. Secondary schools and colleges will need at least one team leader to run a test site. We recommend that each test site has 2 team leaders as this will ensure that cover is available if someone is ill.  * Please complete the registration form to [register a team leader](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.education.gov.uk%2Fregister-test-site-team-leader&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C93d2d867ad674229cb2008d8b26e2099%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637455533368018565%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=hErmBNGIUzcelHDu%2Fa%2Fz8F2N%2BGmMaIyrgvG%2FIZnJtvg%3D&reserved=0).  Updated Guidance: [Mass asymptomatic testing: schools and colleges](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fasymptomatic-testing-in-schools-and-colleges%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3De4f98685-3c9d-4f66-be89-500f9ccef42c%26utm_content%3Ddaily&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C047e0908ba4d4f04250008d8b3b0c574%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637456919097861384%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=iBvOeAisyV5tvoCWyC1ra6x2T2vh6i%2BVAayauWcs1tA%3D&reserved=0)  * [Schools and colleges testing handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950515/Schools_Colleges_Testing_Handbook_revised_04012021.pdf) can be downloaded here |
| **Delivery of lateral flow test kits** | | * All schools with secondary-age pupils will receive an initial delivery of lateral flow device test kits to support asymptomatic testing from the start of the spring term. * If you have not received your initial delivery or have missing or damaged items, please complete the [contact us form](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fform.education.gov.uk%2Fservice%2Frapid-testing-contact&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C93d2d867ad674229cb2008d8b26e2099%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637455533368028559%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Fa4KeP%2FsaPpUrUGMtK7eSETU6AeMx5%2BuFYQwxznJnQA%3D&reserved=0). You will need the URN for your school or college to complete this form. * This form can also be used to report issues related to asymptomatic testing in schools and colleges that cannot be resolved by the published guidance or by calling the DfE coronavirus helpline * We have uploaded plans for the delivery of test kits to all schools and colleges onto the [schools and colleges document sharing platform](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Fdrive%2Ffolders%2F1jYv0MjFyIIbzgPn_1S10OuRgfrj_b5_P%3Fusp%3Dsharing&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C93d2d867ad674229cb2008d8b26e2099%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637455533368038554%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=IUdt9oPfJXYYnt%2Bnh7AQfaKPlm4LMQZyBCzEsGNQgeA%3D&reserved=0). * This plan contains details of what will be in each delivery, and when you should expect to receive deliveries. |
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| **Free School Meals** | | * Extra funding will be provided to support schools to provide food parcels or meals to eligible students. * The national voucher scheme will also re-open so that in the event schools cannot offer food parcels or provide an alternative local solution, every child can access free school meals while they are learning at home. Further details to be provided shortly. * Schools should work with their catering providers so that meals continue to be available to any eligible pupils still attending school – including all infants and those receiving benefits-related free school meals. |
| **Free School Meals** | | Schools should continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.  Schools should also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. |
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| **GCSEs, AS and A Levels** | | * GCSEs. A and AS levels will not go ahead this summer as planned * Ofqual will launch a consultation with DfE on the options for alternatives to the exams * The expectation that teacher assessment will be used. * Training and support to be provided to ensure grades are awarded fairly and consistently |
| **Vocational and technical qualifications (VTQs)** | | * Schools and colleges can continue with the vocational and technical exams that are due to take place in January, where they judge it right to do so. * This may be particularly important for VTQs which require a ‘license to practice’ which can only be fulfilled through practical assessment * We will continue to work with Ofqual, awarding organisations and other stakeholders to discuss the next steps and provide more detail on the way forward |
| **Primary Assessment** | | * Statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics, will not take place |
| **Assessment and Accountability** | Primary Assessment - Schools to continue to use assessment during the summer term to inform teaching, to enable them to give information to parents on their child’s attainment in their annual report and to support transition to secondary school. We strongly encourage schools to do this, using past test papers if they wish.  Read [coronavirus (COVID-19): school and college accountability](https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures?_ga=2.131656079.1405893355.1602512650-2061908854.1576756995) to see what this means for accountability in 2019 to 2020 and 2020 to 2021. | |
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| **Schools workforce - NEU and Unison advice to members** | | * The National Education Union and UNISON had advised their members that they believe schools are not safe and their members should not be returning to the workplace. We understand that this advice has now been withdrawn. * Continue to operate the Public Health England (PHE)-endorsed ‘system of controls’ that have been in use throughout the coronavirus (COVID-19) pandemic. * If you are receiving letters from members of staff stating that they do not intend to attend the workplace as they do not consider it to be safe, you should engage with them, noting that the NEU and UNISON advice has been withdrawn and setting out the reasons that schools can and should be open. * You will also want to consider their specific circumstances and concerns, to which you can then respond. If required, we recommend you seek your own legal advice. |
| **School workforce** | | School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible. |
| **Staff who are clinically extremely vulnerable** | | Clinically extremely vulnerable staff (those identified through a letter from the NHS or specialist doctor) are advised that they should not attend the workplace. Staff who are identified as clinically extremely vulnerable should follow the published guidance. Staff should talk to their employers about how they will be supported, including to work from home. Schools should continue to pay clinically extremely vulnerable staff on their usual terms |
| **Staff who are clinically vulnerable** | | Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.  Pregnant staff members are in this group – ensure risk assessment considers the additional risks and whether adapting duties/facilitating home working may be appropriate to mitigate risks [guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/) |
| **Supporting Staff** | | Information about the [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers) and Wellbeing for Education return programme is available. The [Education Support Partnership](https://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing. |
| **Staff Deployment** | | Schools may need to alter the way in which they deploy their staff and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals.  Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school. 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.  Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers must consider regulated activity, appropriate checks, safe ratios, specific training requirements, and ensure that the person has the appropriate skills, expertise and experience. |
| **Recruitment** | | Recruitment should continue as usual. Consider a flexible approach to interviews. |
| **Supply Teachers/ Peripatetic Teachers/**  **Volunteers** | | Schools can continue to engage supply staff during this period. Supply staff can move between schools – they must comply with school’s risk assessments/information on safety arrangements and provide this information to supply staff as the booking is confirmed.  Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.  Volunteers may be used to support the work of the school, as would usually be the case, subject to checking and risk assessment process |
| **ITT** | | We strongly encourage schools to continue hosting initial teacher training (ITT) trainees throughout the national lockdown and beyond. |
| **Performance Management and Appraisal** | | Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. Expectation that schools will use discretion, be pragmatic and ensure teachers are not penalised. |
| **Guidance and Actions on Other Areas** | | |
| **Estates** | | Fire safety management plans should be reviewed and checked in line with operational changes.  Advice on the risk of Legionnaires disease due to water stagnation can be found in the [guidance on legionella risks during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm) |
| **Educational Visits** | | We advise against educational visits at this time. This advice will be kept under review. |
| **School Uniform** | | Some schools may feel it is appropriate to relax their uniform policy whilst only certain categories of pupils are attending. This is a decision for school leaders. |
| **Music, dance and drama** | | Schools have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in their system of controls.  Schools should not host any performances with an audience.  When planning music provision, schools should consider additional specific safety measures.  Individual lessons in music, dance and drama can continue, led by a member of staff from the school or peripatetic teacher. This may mean teachers interacting with pupils from multiple groups, so schools will need to take particular care, in line with measures set out above on peripatetic teachers. |
| **Physical activity in schools** | | Schools have the flexibility to decide how physical education, sport and physical activity will be provided to pupils attending school while following the measures in their system of controls.  Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. |
| **Pupil well-being and support** | | Schools should consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:   * Support social engagement and maintaining friendships * Address and equip pupils to respond to issues linked to coronavirus (COVID-19) * Support pupils with approaches to improving their physical and mental wellbeing   Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help. Schools should also make sure that parents and pupils are aware of who in the school to contact if they have a new concern about mental health and wellbeing.  Where there is a concern a child is in need or suffering or likely to suffer from harm, the school should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate.  Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services are continuing to offer support to pupils in school and working remotely. |
| **Finance** | | [Coronavirus (COVID-19): financial support for education, early years and children’s social care](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3D948d407e-aff5-4c92-a49a-3dd3ddef9fe0%26utm_content%3Ddaily&data=04%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7C047e0908ba4d4f04250008d8b3b0c574%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637456919097841398%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=ysSh%2BLgkXcr9czx54PQ1IjJtbCSzhmi3K0EfpFt4BZI%3D&reserved=0) |