

# Schools COVID-19 Risk Assessment – September 2021 **DRAFT**



## Summary

This guidance explains the actions school leaders should take to reduce the risk of transmission of coronavirus (COVID-19) in school. This includes public health advice, endorsed by Public Health England (PHE). [Schools COVID-19 operational guidance - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/Schools_COVID-19_operational_guidance_-_GOV.UK.pdf) ([www.gov.uk](https://www.gov.uk))

It is for leaders and staff in:

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

Separate guidance is available for:

- [early years and childcare settings](#)
- [further education colleges and providers](#)

Additional operational guidance is also available for [special schools, special post-16 providers and alternative provision](#).

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

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

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

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

### **Mixing and 'bubbles'**

We no longer recommend that it is necessary to keep children in consistent groups ('bubbles').

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

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

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

### **Tracing close contacts and isolation**

From July close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.

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

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

- fully vaccinated and 14 days since completing their vaccination.
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

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

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

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

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

## Reporting a positive case

The **DFE helpline** will be the place to seek support from, in relation to the following, via calling: **0800 046 8687 (option 1)**

- **Guidance Questions:** For questions relating to clarification of the guidance. For example, for questions about staffing, risk assessments, vulnerable staff, cleaning and infection prevention control, interpretation of the guidance document and all general questions, please contact the DfE helpline directly.
- **Single positive cases of COVID 19 & self-isolation queries.** Cases where you know there is household transmission and single cases in classes or year groups, please contact the DfE helpline directly if you have questions or require support.
- **Contact Tracing:** The role of settings in relation to contact tracing has changed significantly for the new academic term. Settings are no longer required to isolate contacts under the age of 18 years and those over 18 who have received two vaccinations do not need to isolate if they are a contact of a positive case. This means that the previous contact tracing requirements and queries relating to who should isolate will no longer be necessary. Individuals that are positive or symptomatic should isolate for 10 days. Any identified contacts of a positive COVID case will be identified by NHS Test and Trace and asked to have a PCR test. Pupils and staff can remain in school/the setting until the result is confirmed.

## The LA Public Health Team will:

- Prioritise the local STORM phonenumber to take calls relating to **outbreak management**. Our STORM phonenumber will continue to be available Monday – Friday from 8 a.m. – 5 p.m. on **0114 273 5334 for outbreak management only. It will not be available at weekends.**
- The [PublicHealthC&YP@sheffield.gov.uk](mailto:PublicHealthC&YP@sheffield.gov.uk) inbox will also focus on providing outbreak management support. Questions that come into the inbox relating to clarification of guidance, complaints and queries will be triaged. These questions will be answered by a wider team working in the Education and Skills Service with support from the LA Public Health team where required. This means that questions may not be responded to on the same day and if an urgent response is required you should contact the DfE Helpline.
- The inbox will continue to be monitored and triaged during weekdays. **It will no longer be monitored over the weekend.** Please note it will also no longer be monitored on Saturday 4<sup>th</sup> and Sunday 5<sup>th</sup> September 2021. If you require a response during the weekend, you should contact the DfE Helpline as the LA Public Health team will have their mobiles switched off over the weekend.

The response and support required from September 2021 will look different from that which you have been used to. It is important that settings receive effective support around outbreaks. Therefore, we would ask that you start the new academic year by directing queries and questions directly to the DfE Helpline to enable the LA PH team to continue to provide dedicated outbreak support across the city. With the national changes and the move to Stage 4 of the roadmap, Public Health capacity will be focused completely on outbreak control in order to ensure that transmission is minimised, and outbreaks managed across the city.

### **Reaching the threshold for outbreak management:**

All settings will also be provided next week with a case review template which we recommend you use to log and record any positive COVID cases. Please note you are no longer required to inform the LA Public Health Team or PHE of single cases and you do not need to call the DfE helpline to report them. DfE may continue to require you to report case numbers through the portal.

Where you have single cases or cases where you know there is household transmission you are not required to take any action.

Where you become concerned about cases which are linked and potential transmission in the setting you should seek additional support. The threshold to help you monitor this is:

- 5 children, pupils, students, or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period:  
or
- 10% of children, pupils, students, or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students, and staff at any one time:

- 2 children, pupils, students, and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

All settings should seek public health advice if a pupil, student, child, or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or you can contact our LA Public Health STORM phone line on 0114 2735334 (available Monday to Friday 8 a.m. to 5 p.m.) or email: [PublicHealthC&YP@sheffield.gov.uk](mailto:PublicHealthC&YP@sheffield.gov.uk). This inbox is monitored

Monday – Friday 8 a.m. – 5 p.m. If outside of these hours and during the weekend period, please contact the DfE directly on 0800 046 8687 (option 1) available 8-6 p.m. Monday – Friday and 10 a.m. – 6.00 p.m. on Saturday and Sunday.

Hospitalisation could indicate increased severity of illness or a new variant of concern.

Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

Settings may wish to seek additional public health advice if you are concerned about transmission in the setting and the above threshold is met, either by phoning the DfE helpline (0800 046 8687, option 1) or the Sheffield LA public health team on the numbers above

## Face coverings

The DFE have advised that face coverings are no longer advised for pupils, staff, and visitors either in classrooms or in communal areas. **However, we would encourage that all staff and pupils (pupils only in Secondary Schools) wear a face covering.**

Face coverings are recommended on dedicated school transport and public transport in line with government expectation to wear face coverings in crowded areas when prevalence is high. This does not apply to Special Educational Needs Transport, and all families using this service have been contacted individually regarding arrangements from September 2021.

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

### In circumstances where face coverings are recommended

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

In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

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

Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are

unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

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

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

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

### **Education settings to receive carbon dioxide monitors**

As [announced this weekend](#), the DFE will begin to roll out carbon dioxide monitors to education settings in England, so you can quickly identify where ventilation may need to be improved.

The programme will provide sufficient monitors to take readings from across the indoor spaces in your setting, providing reassurance that existing ventilation measures are working, and helping balance the need for good ventilation with keeping classrooms warm.

More details on when, and how many, monitors you can expect will be available following the completion of the procurement. In the first phase, we will prioritise special schools and alternative provision given the higher-than-average number of vulnerable pupils attending those settings. However, all schools and colleges are expected to receive at least partial allocations during the autumn term.

As the monitors are rolled out the Department for Education will provide guidance on their use.



## Control measures

### You should:

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

## 1. Ensure good hygiene for everyone

Potential Hazard	Risk	Who might be harmed	Existing control measures	School Response and Actions
<p><b>Hand hygiene</b></p> <p><b>Respiratory hygiene</b></p> <p><b>Use of personal protective equipment (PPE)</b></p>	Transmission of the virus	Staff & pupils	<p>Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser</p> <p>The 'catch it, bin it, kill it' approach continues to be very important.</p> <p>The <a href="#">e-Bug COVID-19 website</a> contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the <a href="#">use of PPE in education, childcare and children's social care settings</a> provides more information on the use of PPE for COVID-19.</p>	


## 2. Maintain appropriate cleaning regimes, using standard products such as detergents

Potential Hazard	Risk	Who might be harmed	Existing control measures	School Response and Actions
<b>Cleaning</b>	Transmission of the virus	Staff & pupils	You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.	

			PHE has published guidance on the <a href="#">cleaning of non-healthcare settings</a> .	
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### 3. Keep occupied spaces well ventilated

Potential Hazard	Risk	Who might be harmed	Existing control measures	School Response and Actions
<b>Ventilation</b>	Transmission of the virus	Staff & pupils	<p>When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p>	

		<p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The <a href="#">Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic</a> and <a href="#">CIBSE COVID-19 advice</a> provides more information.</p> <p>DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.</p> <p>Below is a copy of the ventilation guidance produced by Public Health colleagues</p> <p> Natural ventilation SCC PH guidance note</p>	
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#### 4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

Potential Hazard	Risk	Who might be harmed	Existing control measures	School Response and Actions
<p><b>When an individual develops COVID-19 symptoms or has a positive test</b></p>	<p>Transmission of the virus</p>	<p>Staff &amp; pupils</p>	<p>Pupils, staff and other adults should follow public health advice on <a href="#">when to self-isolate and what to do</a>. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in your school develops <a href="#">COVID-19 symptoms</a>, however mild, you should send them home and they should follow public health advice.</p> <p>If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.</p> <p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the <a href="#">use of PPE in education, childcare and children's social care settings</a> guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</p>	





			<p>self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a>.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</p> <p>Additional information on <a href="#">PCR test kits for schools and further education providers</a> is available.</p>	
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## 5. Other Considerations (Children & Staff who are CEV, Pregnant, pupil wellbeing & Support etc)

Potential Hazard	Risk	Who might be harmed	Existing control measures	School Response and Actions
<p><b>Children who are clinically extremely vulnerable (CEV)</b></p> <p><b>Pupil Wellbeing &amp; Support</b></p> <p><b>Contractors</b></p> <p><b>Staff who are clinically extremely vulnerable (CEV)</b></p>	Transmission of the virus	Staff & pupils	<p>All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or another specialist care who have been advised by their clinician or other specialist not to attend.</p> <p>Further information is available in the guidance on <a href="#">supporting pupils at school with medical conditions</a>.</p> <p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress, or low mood. You can access useful links and sources of support on <a href="#">promoting and supporting mental health and wellbeing in schools</a>.</p> <p>You should ensure that key contractors are aware of the school's control measures and ways of working.</p> <p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be</p>	



<p><b>Pregnancy</b></p>			<p>found in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</p> <p>Social distancing measures have now ended in the workplace, and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on <a href="#">protecting vulnerable workers</a>, including advice for employers and employees on <a href="#">how to talk about reducing risks in the workplace</a>.</p> <p>We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.</p> <p>It is recommended that you review the individual risk assessments for staff who are CEV &amp; CV</p> <div style="text-align: center;">  <p>COVID-19 Individual Staff Risk Assessmer</p> </div> <p>You will need to follow the specific <a href="#">guidance for pregnant employees</a> because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p>	
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			<p><a href="#">COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a> contains vaccination advice.</p> <p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included, and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p><b>Action for Schools to take:</b></p> <p>This means that an important key action for schools is for you to undertake an individual pregnancy risk assessment with your staff member, using the form below.</p> <div style="text-align: center;">  <p>Pregnancy Risk Assessment.docx</p> </div>	
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			<p>You will need to consider some pregnant women are at a higher risk of developing serious illness, including:</p> <ul style="list-style-type: none"><li>• pregnant women from black, Asian and minority ethnic (BAME) backgrounds</li><li>• women over the age of 35</li><li>• women who are <u>overweight or obese</u></li><li>• women who have pre-existing medical problems, such as high blood pressure and <u>diabetes</u></li></ul> <p>Therefore, it is helpful to factor these issues in to any pregnancy risk assessment.</p>	
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## **Admitting children into school**

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

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

## **Attendance**

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

Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).

For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the [school attendance guidance](#).

## **Remote education**

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

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

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

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

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

Full expectations for remote education, support and resources can be found on the [get help with remote education service](#).

## **Education recovery**

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

- [catch-up premium](#)
- recovery premium
- [summer school programme](#)
- tutoring (including the [National Tutoring Programme](#) and [16 to 19 tuition fund](#))
- teacher training opportunities
- curriculum resources
- specialist settings
- wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching

If running a summer school, you should follow the [protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak](#).

Special schools and other specialist settings should refer to the [additional operational guidance](#).

## **School meals**

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

More information on [providing school meals during the COVID-19 pandemic](#) is available.

### **Educational visits**

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

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

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

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

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

### **Wraparound provision and extra-curricular activity**

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

## **Inspection**

For state-funded schools, it is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Regulations will give effect to these arrangements. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit.

For independent schools (other than academies), it is intended that both inspectorates will return to a full programme of routine inspections from September 2021, and they will complete the current cycle of standard inspections – which was delayed by the pandemic – in 2022.

## **Accountability expectations**

The DFE will not publish data based on exam and assessment results from summer 2021 in performance tables and you will not be held to account for this data. We will publish Key Stage 4 and 16 to 18 subject entries and destinations data at school and college level in performance tables in autumn 2021. For further information, see [COVID-19: school and college accountability](#).

We will confirm the position on accountability for the academic year 2021 to 2022 in due course.