



Department
for Education

Emergency planning and response for education, childcare, and children's social care settings

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Introduction

This publication provides non-statutory guidance. It has been produced to help all education, childcare, and children's social care settings respond to emergencies.

This guidance does not cover every aspect of what settings should do in relation to emergency planning. Settings must comply with their legal responsibilities, including under health and safety law and should seek legal advice as needed.

Expiry or review date

This guidance will be reviewed before April 2023.

What has changed

This guidance replaces the previous advice on emergency planning for education and childcare settings which only applied to schools and early years.

This guidance now applies to:

- early years
- wraparound childcare and out of school settings
- children's social care residential providers
- schools
- further education
- higher education
- SEND and specialist settings

This guidance does not apply to:

- nannies or au pairs, as they work in the child's or children's family home. We have added information on:
 - [Making an emergency plan](#)
 - [Prioritising education](#)
 - [Significant public health incidents](#)
 - [Workforce issues](#)
 - [Supporting staff, children, pupils and students during and following an emergency in your setting](#)
 - [Insurance](#)
 - [Remote education](#)
 - [Free school meals](#)

Overview

Every emergency is different but, in all cases, educational and wellbeing impacts should be considered when taking any emergency and risk management actions.

You should do your best to minimise the amount and length of any disruption to education or childcare, including maximising the number of children, pupils and students who are in face-to-face provision. Safeguarding and promoting the welfare of children remains of paramount importance. You must continue to have regard to any statutory safeguarding guidance that applies to you and your setting.

Making an emergency plan

All education, childcare, and children's social care settings should have emergency plans in place detailing what you would do and how you would respond if you needed to take any temporary actions in the event of an emergency.

The aim of an emergency plan is to help you and your staff respond effectively to an emergency at the setting or on an educational visit or outing while, where possible, continuing to prioritise and maximise face-to-face learning.

Your emergency plan should be generic enough to cover a range of potential incidents occurring during, and outside, normal working hours including weekends and holidays. These incidents include:

- public health incidents (e.g. a significant infectious disease incident)
- severe weather (e.g. extreme heat, flooding, storms or snow)
- serious injury to a child, pupil, student, or member of staff (e.g. transport accident)
- significant damage to property (e.g. fire)
- criminal activity (e.g. bomb threat)
- the effects of a disaster in the local community

You should also include emergency procedures for:

- extended services, for example for school breakfast clubs, after-school clubs and holiday activities
- open days, transition or taster days
- live performances with an audience

A good plan should cover:

- roles and responsibilities
- when and how to seek advice should you need it
- details on the types of steps you might take in the event of an emergency and

- actions you would take to enact them quickly
- how you would ensure every child, pupil or student receives the quantity and quality of education and care to which they are normally entitled, including through remote education where appropriate
- how you would communicate any changes to children, pupils, students, parents, carers and staff; and how you would respond if your advice is not accepted

If you are a setting with wider facilities, you should ensure that emergency plans cover the whole of your estate. This includes your facilities which may not be used for educational purposes such as accommodation, leisure or entertainment facilities, conference centres and other facilities which you may rent out.

The planning process

Preparing for emergencies is an ongoing process involving:

- risk assessment
- planning
- training
- exercises
- reviewing

Throughout each stage of this process, it is important that you consult members of staff, management boards and governors (or their equivalent for your setting) to gain their involvement and support.

Emergency plan template and guidance

An example of a schools emergency plan template and accompanying guidance is available to download from [Nottinghamshire County Council](#). All settings may find this a helpful resource.

Whether you adopt the template or choose to use your own, you can use the guidance to develop appropriate arrangements for your setting.

Resources

Here are some resources that all settings may find helpful. [Nottinghamshire County Council](#) has developed resources to help train school staff and run exercises, including:

- risk assessment and planning templates
- training materials
- tabletop exercises

You may not need to use all these resources to have an effective emergency plan, and these documents do not need to replace any existing arrangements your setting has in place.

Your local authority may have already sent emergency planning guidance to your setting. If so, please contact your local authority for advice before using these resources.

The Cabinet Office has developed a [single point of reference for emergency planning terminology](#).

To prepare younger children for how to handle an emergency situation, resources are also available on emergency planning to use in classroom lessons including [Electronic storybooks, games and puzzles](#).

Significant public health incidents

A single suspected outbreak or incident of infectious disease will not normally constitute an emergency. Most infectious diseases in education, childcare, and children's social care settings can be managed by following the UK Health Security Agency's [\(UKHSA\) health protection in education and childcare settings guidance](#).

Emergency plans should include a range of steps that you might take in the event of a significant public health incident. They should also include when you might consider seeking specialist advice from your [UKHSA health protection team](#) in line with the [UKHSA health protection in education and childcare settings guidance](#).

Registered medical practitioners in England and Wales have a statutory duty to notify their local authority or local UKHSA health protection team of suspected cases of certain (notifiable) infectious diseases. Settings will be contacted if there are actions required within the setting as part of public health management.

In large-scale public health incidents where decisions about actions to take in education, childcare and social care settings are made at a national level, DfE will work with the Department of Health and Social Care (DHSC), UKHSA, the Chief Medical Officer, and other government departments, as well as relevant local authorities and directors of public health.

If you are an HE provider, you should ensure that responses to the most serious public health incidents are discussed with your local director of public health and agreed in advance as part of your contingency planning, for example for the start of academic years.

Severe weather

During severe weather conditions, such as extreme heat, flooding, storms, or snow, you should keep your setting open for as many children, pupils or students as possible. However, it might be necessary to close temporarily due to inaccessibility or risk of injury. You should do all you can to reopen as soon as possible.

Where settings are temporarily closed during severe weather, they should consider providing remote education for the duration of the closure in line with [DfE guidance](#). Providing remote education does not change the imperative to remain open, or to reopen as soon as possible.

Those schools that are a member of the [Risk Protection Arrangement](#) can contact the team to request assistance with damage/issues.

If flooding or severe weather has significantly impacted your setting and you require additional support, you should contact the incident support team who will be able to assist you with getting your setting reopened as quickly and safely as possible.

Email: incident.support@education.gov.uk

If you are an early years, wraparound childcare or out-of-school activities provider and have had to move to temporary premises, you should check to see if you need to [register with Ofsted](#) at your new premises.

If you are a children's social care provider and have moved to temporary premises, you should tell your relevant placing local authorities immediately and check to see if you need to [register with Ofsted](#) at your new premises (who may share the information with DfE).

Security-related incidents in schools and colleges

It is important for schools and colleges to have a policy and plan in place to manage and respond to security-related incidents.

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

Staff and students should be familiar with what is required by the school's/college security policy and plan. Senior staff should have an awareness of relevant security networks and be able to evaluate and assess the impact of any new initiatives on your security policy and its day-to-day operation.

[School and college security](#) is non-statutory guidance for schools and colleges that covers a range of guidance and templates to help schools and colleges consider the risk from a range of security related threats, including crime and terrorism.

Supporting your workforce, children, pupils and students through an emergency

Workforce

As an employer, you should be able to explain to your workforce any steps taken to keep staff safe at work as part of your emergency plans.

Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. Employers should discuss concerns with staff.

The Health and Safety Executive (HSE) has more information on [managing risk and risk assessment in the workplace](#).

[UKHSA's health protection in education and childcare settings guidance](#) also contains practical advice on managing a range of infections, including for those who may be at higher risk of infection.

Staff shortages during an emergency

You are best placed to determine the workforce required to meet the needs of children, pupils and students in your setting. In children's social care settings, providers are best placed to determine the workforce required to meet the needs of the children in the setting.

Where you are experiencing staff absences, in the first instance, you should follow your usual process for covering absences.

Early Years

The [Early Years Foundation Stage \(EYFS\) Statutory Framework](#) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old.

Settings that are experiencing staff shortages should:

- work with their local authority to identify how appropriate provision can be put in place while keeping staffing arrangements as consistent as possible
- where necessary, pool staff with another setting or take on qualified and [Disclosure and Barring Service](#) (DBS) checked staff from other educational settings (including local registered childminders) that have been closed, or invite local registered childminders to work with them at the setting – registered childminders can already do this under the 50 / 50 registration flexibility they have, providing they have [approval from Ofsted](#).

In some cases, you may choose to respond to staff and child absences by temporarily mixing age groups of children who would otherwise be educated or cared for separately. Ratios should be guided by all relevant requirements and by the needs of individual children within the group. For the purposes of meeting EYFS ratio and qualification requirements, all staff educating or caring for a mixed age group of children can be considered 'available to work directly with' all of the children who have been grouped together.

In all circumstances, you remain responsible for maintaining the quality of care, safety and security of the children in your setting.

Wraparound and out of schools setting providers

Wraparound and out of schools setting providers may also consider:

- bringing together groups and classes with staff working together
- using Disclosure and Barring Service (DBS) checked staff or volunteers from other settings to provide cover supervision or oversee alternative activities
- re-arranging sessions
- working with the local authority to identify how appropriate provision can be put in place

Schools and FE

If you are a school or FE provider and some of your teachers can't get to work due to an emergency, you may want to consider, for example:

- continuing to make use of temporary staff
- the way in which you deploy your staff and using existing staff more flexibly
- bringing together groups and classes with teachers and support staff working together

Schools considering modifying their class arrangements will need to be mindful of the limits placed on group size by factors such as the school estate and the Infant Class Size Regulations. These regulations limit the size of an infant class to 30 pupils per schoolteacher, subject to some limited exceptions set out in the [School Admissions Code](#).

Children's social care providers

This section applies to providers of residential children's social care provision. Guidance for local authority children's social care services is [provided by the Department for Levelling Up, Housing and Communities](#).

In all circumstances, children's home providers remain responsible for maintaining the quality of care, safety and security of the children in their setting.

Settings that are experiencing staff shortages should:

- work with their relevant placing local authorities to identify how appropriate provision can be put in place while keeping staffing arrangements as consistent as possible
- where possible, pool staff with another setting; or
- where necessary, consider whether you need to make use of agency staff.

Children's home providers may also wish to consult the [Guide to the Children's Homes Regulations including the quality standards \(April 2015\)](#) for further guidance on workforce expectations and contingency planning.

All decisions should be made in the children's' best interests, carefully risk assessed and recorded where necessary.

Prioritising places

In exceptional circumstances, if high levels of workforce absence mean you need to temporarily prioritise places in your setting (for example, where a setting is unable to operate at full capacity), you should give priority to vulnerable children and young people (see [Annex A - Vulnerable Children and Young People](#)) and children of critical workers (see [Annex B – Critical Workers](#)).

Early Years providers

Early years, wraparound provision, and out of school settings should then also give priority to 3- and 4-year-olds, in particular those who will be transitioning to Reception, followed by younger age groups.

Local authorities should work with settings to identify provision for children who need places.

Remote education

Where possible, schools and colleges should provide remote education to allow pupils and students to keep pace with their education when in-person attendance in school or college is either not possible or contrary to government guidance. Schools and FE providers should therefore continue to be prepared to implement high-quality remote education so that any pupil or student who is well enough to learn from home, but unable to attend school in person, can continue to do so.

Some pupils and students with SEND may not be able to access remote education without adult support and so schools and colleges should work collaboratively with families to put in place reasonable adjustments so that pupils with SEND can successfully access remote education appropriate for their level of need.

Schools can view guidance for [remote education](#). We will continue to work with the sector on this, learning from the many examples of excellent practice developed during the COVID-19 pandemic.

FE providers can continue to use the [16 to 19 Bursary Fund](#) to provide financial support to help students overcome specific financial barriers to participation so that they can remain in education. This may include the provision of devices and connectivity support.

As set out in 16 to 19 Bursary Fund guidance, you should decide what support a student needs on the basis of individual assessment, in line with bursary fund rules.

HE providers should only consider limiting face-to-face education as a last resort by implementing blended learning for those unable to attend in person. Providers should limit how long these measures are used, to minimise disruption to face-to-face education and protect the most vulnerable.

Free School Meals

Early Years

In any instance where an eligible child is at home due to an emergency situation at their setting, those children who qualify for benefits-related free meals should receive this support as normal (where possible) for example via the provision of a lunch parcel.

In all other settings, where free meals do not apply, you may charge for meals in line with national entitlements guidance. You should consider the impact of charges on disadvantaged families.

Schools and FE

Schools should speak to their school catering team or provider about the best arrangements for providing school meals for pupils in an emergency. They should provide meal options for all pupils who are in school, and meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.

Where pupils eligible for benefits-related free school meals are receiving remote education, schools should work with their school catering team or food provider to provide good quality lunch parcels. This will ensure that eligible pupils continue to be supported for the short period where they are unable to attend school.

Schools should make sure that they identify pupils with any medical conditions, including allergies, to ensure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly but where for example, pupils are being served food in the classroom. Further information is available in [allergy guidance for schools](#).

FE providers should continue to support students who are studying remotely with free meals if they are eligible.

Recording attendance during an emergency

Schools should continue to record pupil absence in the register in the line with the [Pupil Registration Regulations and school attendance guidance](#) using the most appropriate code. Where pupils are unable to attend school in exceptional circumstances they can be recorded as Code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. Where pupils are unable to attend school because they are ill or have an infectious illness they should be recorded as Code I (illness).

Vulnerable Children and Young People

In all circumstances, vulnerable children and young people should be prioritised for continued face-to-face education and childcare.

You must also continue to have regard to any statutory safeguarding guidance that applies to you and your setting, including:

- [Keeping children safe in education](#)
- [Working Together to Safeguard children](#)
- [the Early Years Foundation Stage \(EYFS\) framework](#)

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker.

This includes

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

In determining who is vulnerable, you may find the definition of vulnerable children and young people in place during the COVID-19 pandemic useful to keep in mind - which can be found at Annex A – [Vulnerable Children and Young People](#). Some children and young people may be vulnerable who are not officially in statutory systems, and you should seek to support any children and young people who you believe may have challenging circumstances at home.

Safeguarding and promoting the welfare of children remains of paramount importance. There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners:

- local authorities
- clinical commissioning groups
- chief officers of police

In the event of an emergency, we would expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe.

Safeguarding partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance [Keeping children safe in education](#), and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. However, we recognise that for some settings there may be operational challenges to this. In such cases, there are 2 options to consider:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (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 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Local authorities and children's social care providers should continue to work with local safeguarding partners to ensure continuity and consistency of support – throughout any emergency – including support for the mental health of looked-after children and care leavers.

Local authorities should follow the statutory [guidance on promoting the health and wellbeing of looked-after children](#) and:

- look out for issues that may affect looked-after children's mental health and wellbeing
- encourage looked-after children to speak to their social worker, carer or other trusted adult about how they are feeling
- ensure they get the help and support they need

Wellbeing and support

Some children, young people and adults may experience a variety of emotions in response to an emergency situation, such as anxiety, stress, or low mood. You can access useful links and resources of support on the [MindED](#) learning platform for professionals.

Other mental health resources for children and young people include:

- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- UKHSA's [Every Mind Matters](#)
- [Become's care advice line](#) for looked-after children
- NHS guidance resources and services for [mental health, learning disabilities and autism](#)

We recommend that settings work collaboratively with children, young people, adults, and their families who are anxious to reassure them. Discussions should have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent, carer or young person.

Exam and assessment disruption

You should prepare for possible disruption to exams or assessment as part of your emergency planning and make sure your staff are aware of these plans.

In the very exceptional circumstances where you might need to close your setting, or if a pupil or student misses an exam or formal assessment due to circumstances beyond their control, you should discuss alternative arrangements with your awarding bodies.

In line with awarding body requirements, you should have contingency plans in place, including alternative venue arrangements, sufficient invigilator cover, and plans for if the exams officer is absent.

You are responsible for making sure pupils, students, parents and carers know what has been agreed, for example:

- plans for using alternative venues
- where a pupil or student is absent for acceptable reason, the opportunity to apply for special consideration to receive an exam result, based on the exams and nonexam-assessment that the student was able to complete
- the opportunity for pupils and students to sit any missed exam or formal assessment at a later date, where their qualification allows it

Assessments

If you have to close your school, or if a pupil misses a statutory assessment due to an emergency, you should consider alternative arrangements in line with the relevant guidance from the Standards and Testing Agency (STA) or the department.

You are responsible for making sure parents, carers and children know what has been agreed, for example:

- moving the assessment to a different point in the assessment window where the assessment and reporting arrangements give you flexibility
- agreeing with STA a timetable variation (for the assessment to be taken on an alternative day) for end of key stage 2 tests in English reading and mathematics
- reporting alternative information about a child's performance to their parents where it is not possible for the child to take the statutory assessment

Selective Admissions Testing

Where an admission authority or local authority assesses a child's ability or aptitude to determine admission, it should prepare for possible disruption to selection assessments as part of its emergency planning. Schools should make sure their staff are aware of these plans.

Test venues should follow UKHSA's [health protection in education and childcare settings guidance](#). Admission authorities for selective schools are required to make alternative arrangements to assess children who are unable to take a selection test on the specified test day(s) in accordance with the [School Admissions Code](#) requirements.

In addition, those organising tests will need to consider if any outbreak merits:

- assessing ability or aptitude via an online test (where available), or by teacher assessment of ability or aptitude
- using alternative venues; and
- changes to test dates

SEND and specialist settings

Health professionals attending a setting may be following slightly different guidance from UKHSA due to their wider work in settings with vulnerable adults.

In an emergency, where possible, specialists, therapists and other health professionals who support children and young people with SEND (for example speech and language therapists, physiotherapists, occupational therapists, educational psychologists and specialist teachers), should provide interventions as usual.

Where children and young people with EHC plans are not attending their education setting because they are following public health advice, multi-agency professionals should collaborate to agree how to meet their duties to deliver the provision set out in the EHC plan.

Some pupils and students with SEND may need specific help adjusting to any changes in their routines that emergency measures may involve. Staff should plan to meet these needs based on the individual pupil or child and their circumstances, for example using social stories.

To make sure pupils and students with medical conditions are fully supported, use individual healthcare plans to help ensure they continue to receive an education in line with their peers. This should include working with families and the relevant health professionals, as well as local authorities and other services as necessary.

Social care services for disabled children which provide respite care should continue to operate. This includes residential and non-residential respite services and both formal and informal care in the family home.

Settings should consider whether they need any additional processes in place for pupils and students who regularly:

- attend more than one site or different providers
- move between a training provider and workplace as part of an apprenticeship, traineeship or supported internship

Residential specialist settings

In an emergency situation, it is the general expectation that residential special schools and SPIs continue to maintain full attendance of all pupils and students where possible. In the exceptional circumstances where some pupils and students may need to be sent home, the residential school or college must inform the home LA immediately and both should maintain a register of those sent home. During this period the local authority should contact the family frequently to ensure that risks are being managed and to establish whether additional support is necessary and how that will be delivered.

Any necessary health and therapy support, including access to medical supplies, should continue to be provided if the child or young person returns to their family home.

If settings are temporarily unable to provide full provision it is likely to be preferable to allow the child or young person to remain resident, rather than to send them home, particularly if they lack suitable alternative accommodation. This should be discussed with the family and young person and the commissioning local authority.

Insurance

Business interruption Insurance

For childcare providers that have an insurance policy that covers government-ordered closure of a setting and unspecified notifiable disease, you should seek advice from your insurer or broker as to whether the terms and conditions in your policy allow you to make a claim. Advice may also be sought from the [Association of British Insurers \(ABI\)](#).

Schools that are commercially insured should contact their insurer direct and those schools members of the Departments [Risk Protection Arrangement](#) (RPA) should refer to the contact details within their member packs.

Public liability Insurance

It is a legal requirement that registered out of school and childcare providers¹ must carry the appropriate insurance (for example, public liability insurance) to cover all premises from which they provide childcare, including childminding. Nurseries should check the terms and conditions of their public liability insurance policies and consult with their insurance providers and brokers to determine their coverage for the emergency. For general advice on insurance matters (but not on specific policies), the ABI can be contacted by telephone on 020 7600 3333 or email info@abi.org.uk.

Different insurers may offer different forms of emergency coverage; therefore, settings are encouraged to shop around to seek the most suitable cover at the best price. The British Insurance Brokers' Association (BIBA) can offer guidance on how to look across the insurance market for the best deals and may be able to provide names of specialist brokers. BIBA can be contacted at by telephone on 0370 950 1790 or email enquiries@biba.org.uk. If you are unsure which insurance is relevant, contact your local Citizens Advice Bureau.

¹ Providers registered on the Early Years Register and/or the General Childcare Register under the **Childcare (Early Years Register) Regulations 2008** or the **Childcare (General Childcare Register) Regulations 2008** respectively.

Contact details and useful information

Incident support team

Email incident.support@education.gov.uk

Useful information

You may find the following links useful when considering your plan:

- [Cabinet Office: preparation and planning for emergencies](#)
- [Cabinet Office: pandemic flu](#)
- [DfE: health and safety advice for schools](#)
- [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings](#)
- [DfE: preventing extremism in the education and children's services sectors](#)
- [DfE: school security: advice on access to, and barring of individuals from, school premises](#)
- [Met Office: severe weather warning system](#)

- [Coronavirus \(COVID-19\) – Advice for workplaces \(hse.gov.uk\)](https://www.hse.gov.uk/coronavirus/)
- [UKHSA Health protection in education and childcare settings](#)

Annex A – Vulnerable Children and Young People

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, (including children and young people who have a child in need plan or a child protection plan) and children who are looked-after by the local authority
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance. This might include:
 - children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services or who have previously received support from children’s social care services (as identified by local authorities)
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET (‘not in employment, education or training’)
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - children and young people in a family circumstance presenting challenges for them, such as drug and alcohol misuse, parental offending, adult mental health issues and domestic abuse
 - others at the provider and local authority’s discretion including pupils and students who need to attend to receive support or manage risks to their mental health

Annex B – Critical Workers

Critical workers

We expect you to maximise the number of children, pupils and students who are in face-to-face provision during an emergency. If the impact of an emergency means that not everyone can attend face-to-face provision, we expect you to inform parents as part of your emergency communications of the impact, set out the groups you are prioritising for face-to-face provision, and invite parents to tell you if they meet one of the critical worker categories.

Parents whose work is critical to an emergency response include those who work in health and social care and in other key sectors outlined in the following sections. If exceptional circumstances mean that attendance is temporarily limited, children with at least one parent or carer who is a critical worker can go to their setting if required, but parents and carers should keep their children at home if they can.

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes:

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during an emergency response to deliver this approach

Key public services

This includes:

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

Local and national government

This only includes those administrative occupations essential to the effective delivery of:

- an emergency response
- essential public services, such as the payment of benefits including in government agencies and Arm's length bodies (ALB).

Food and other necessary goods

This includes those involved in food:

- production
- processing
- distribution
- sale and delivery
- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security

This includes:

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to an emergency response)
- fire and rescue service employees (including support staff)
- National Crime Agency staff
- those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during an emergency response, including those working on transport systems through which supply chains pass.

Utilities, communication and financial services

This includes:

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity, and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during an emergency response
- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
- postal services and delivery
- payments providers
- waste disposal sectors



Department
for Education

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