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Tier 1 Trust Non-negotiables:

In line with the Trust's health and safety policy:

- There are appropriate staff (in number and type) available for work to ensure the safety and well-being of the children on site and learning from home.
- Social distancing can be maintained so far as is reasonably practicable by the number of parents, staff and pupils on site at any time.
- The school site is fully compliant with Health and Safety legislation and can be maintained to a high standard of cleanliness once opened.
- There are adequate cleaning materials, soap/hand gels available to maintain safe hygiene practices whilst the school is open with personal, protective equipment (PPE) for those staff required to carry out intimate care for a pupil.

Tier 2 Trust Requirements:

- The opening of each school must be phased and appropriate to the school's individual circumstances.
- Leaders must ensure that the safeguarding of children in school and at home is maintained to the highest standard.
- Leaders must ensure that the mental well-being of all staff and pupils is appropriately cared for.
- Leaders must ensure that all children in attendance at school or working from home are receiving the minimum of a core curriculum for at least part or all of the school day.

Documents available to support this advice are in blue print underlined

Documents which will be distributed within the next few weeks are in green print underlined

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Aspect		Trust/Government Instruction		Trust Advice/School Autonomy
Immediate Action Required	P5	The next few weeks	P13	Staffing of Early Years
		Feasibility to Open		Staff roles
	P6	Partial Opening of Schools		Preparing staff for return to work
Sites and Buildings	P7	Pre-opening checks	P14	Familiar staff for children
		Aggregated Occupancy		PPA-Opportunities to work from home
		Nurseries		PPA Companies/Visiting teachers
		General Occupancy		Staff shortages – limited closure
	P9	Swimming Pools		Staff shortages – school closure
		Outstanding Building Repairs	P15	Staff and their own children
		Free Schools & New Builds		Staff taken ill whilst on school site
		Cleaning		Managing Employees who are unwell
		Outdoor Play Equipment		Staff observing religious holidays
		Indoor PE apparatus	P16	Meal Time Supervisor duties
		Unnecessary Furniture/Items		Breaks for leaders
	P10	Airing of Rooms		Furloughed Staff
		Ventilation Systems		NQT Training
		Hubs	P17	Staff breaks
		Water Fountains		Staff meetings
		Doors		Additional Cleaning Staff
		Lettings		Wearing PPE
		Private Run Nurseries	P19	First Aid
				Staff Training
Human Resources	P11	Staff Numbers		Staff Hygiene
		Available Staff	P20	Recruitment
	P12	BAME Community		Supply Staff
		Consideration for Travel		Washing of Clothes
		Staggered Starts for Staff		Staff Questionnaire
	P13	Refusal to Work		Staff Training Days
		Bereavement		Union Action/Advice
		Absence of Headteacher		
		Site Agent/Caretaker Absence		

Note: "Human Resources (cont'd)" spans the middle section of the Trust/Government Instruction column label area.

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Aspect		Trust/Government Instruction	Aspect		Trust Advice/School Autonomy
Children & Learning	P21	Childcare or Education	Safeguarding	P31	Contact with Vulnerable Children
		Pupil Number re capacity			Vulnerable Children's records
	P22	Priority Group 1 Pupils			Liaison with Professionals
		Priority Group 2 Pupils			Safeguarding/CP meetings
	P23	Priority Group 3 Pupils			DSL Capacity
		Children Attending Alternative Provision			
		Conducting a SEND Risk Assessment	Mental Wellbeing	P32	Wellbeing Resources
	P24	Taking Children's Temperatures			Extension of Mindfulness
		Children Unable to Social Distance			Mental Health First Aid
	P25	Children with Severe Medical Needs			Bereavement Training
		Grouping Children			
		Induction of New Pupils	Communication & Organisation	P33	Parent Contact
	P26	Transition from Y6 to Y7			Contractors
		Bespoke Social, Emotional Support			Cleaners/Cleaning Companies
		Toys & Equipment			Parents Keeping Their Children at Home
		Planning Learning			Visitors to School
	P27	Bridging Curriculum Plan			Trust Central Staff
	P28	Assessment of Children			Web Site
		Assemblies		P34	Parent Consultation Evenings
		Individual Drinking Bottles			
			School Events	P35	Diary Events
Health & Safety	P29	Risk Management Plan			Day Trips
		Hand Soaps and Sanitizers			Use of Public Transport & Mini-buses
		PPE			Residential trips
		Hygiene Notification			Child Care/Breakfast Club Facilities
		Hygiene Routines			REAch2 Meetings/Events
		Accessing Cleaning Equipment			Cluster Leadership Forums
		Isolation Room			
		Implementing Protective Measures	Adherence to Policies & Practices	P36	Attendance Registers
					Adherence to core policies

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Aspect		Trust/Government Instruction			Trust Advice/School Autonomy
Adherence to Policies & Practices (cont'd)	P36	Review of School behaviour Policy		P42	IT Infrastructure
	P37	Returns by Schools			IT System Keeping
		Milk for Children	**IT**		IT Equipment Connectivity
		Fruit for Children			IT Equipment Housekeeping
		School Uniforms		P43	On-boarded School Devices
Governance	P38	Governors			
		Governors – Terms of Office			
		Cluster Boards			
		Governor Meeting			
Finances	P39	Budget restraints			
		Payment Runs			
		Internal Audits			
		Annual Accounts & External Audits			
		Draft Budget			
		Lettings			
		Procurement			
Catering & Free School Meals	P40	Kitchen testing			
		Stock Takes			
		Food Provision			
		FSM Vouchers			
		Lunchtime & School Dinners			
	P41	Working Practices			
		Catering Health & Safety			
		Simplified Menu			
		Infant FSM			

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
IMMEDIATE ACTION REQUIRED		
The next few weeks	Schools should continue operating as childcare facilities up until the 1st June 2020 for critical workers and vulnerable children. We will only open schools when it is safe to do so. This period of time needs to be used for leaders to carry out a complete assessment of their capacity and ability to open on June 1st to a wider group of pupils. It is this information that Executives will use to make a final decision as to whether to open and/or which year groups to open with. This assessment will be individual to each school and each school's circumstances will be considered individually. A number of tools to aid this work have been produced to gather all the necessary information.	
Feasibility to open	Leaders will need to assess expected numbers of children that could work within each room, based on the floor area within each room in your own school. If using a site/building plan, this will obviously need to be reviewed by leaders as in practice, there may be some discrepancies between building plans and actual usage. Leaders need to complete the following tasks in order for an informed decision to made as to whether a school should open and with how many children: • Completion of the **Risk Management Plan** • Completion of the **Staffing Capacity document** • Completion of the **Pupil Capacity document** • Gathering of parental views	

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Feasibility to open	The **Risk Management Plan** once completed, should be shared with your CoG and sent to your DDoE. Using the provided Risk Management Plan from the Trust's Estates and Health and Safety departments, leaders should use the provided risk document to ensure that all building, sites and health and safety risks are considered and addressed before the school can be opened. The Estates team will RAG each school's response. Those assessed as Green (safe to open) will be able to move the next phase of planning. Those assessed as Amber (some actions required to enable opening) will be supported to move to Green. Those schools assessed as Red (not safe to open) may either remain closed for education purposes or may take longer to move to green, dependent on the risks. The **Staffing Capacity Document** and **School Capacity documents** need to be completed and used to inform leaders of the available staff members. Please send a copy of each to your DDoE. Once completed the above documents should provide leaders with the following information: • Whether the school is assessed as safe to open • The available number of staff to support the operation of the school • The maximum number of children to expect at each phase of opening • The actual number of children expected to attend at each phase of opening This information can then be applied to each school's individual circumstances.	Please find attached the following Governance guidance documents relating to the re-opening of schools: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools The Trust will endeavour to avoid using rotas, except in circumstances where other government guidelines around pupil and staff safety (such as ratios or social distancing) would be breached without their use.
Partial Opening of Schools	**It is the decision of the Trustees, delegated to the Executives as to whether a school partially opens in the Summer 2 term.**	

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
SITES AND BUILDINGS		
Pre-Opening building checks	Once a school is assessed as Green = safe to open, or where a school building has been closed for the past few months and is being re-opened, leaders should use the **Pre-Opening Building Check List** to ensure that the building and wider site adhere to health and safety regulations and are clean and hygienic.	
Aggregated Occupancy	Schools should plan to cater for their school's occupancy, as a Trust this has been aggregated at 45% pupil occupancy for June 1st 2020, to allow for social distancing at this stage of schools re-opening. There should be no more than 15 children in one classroom area (this number can be extended for larger areas). This figure will be reviewed by Executives as we work towards opening schools to more children and taking into account Government guidance. Please see Priority Groups in 'Children and their learning' section.	Consider which rooms in the school provide the best places for learning. Working with larger groups of children in the school hall, dining rooms, studios etc. as well as classrooms – these spaces may be easier to maintain social distancing in and may mean that you can teach more children with one adult.
Nurseries	Where possible, leaders should open nurseries for one session per day and avoid having the 'traffic' of an additional cohort in the afternoon. This may mean that some children go home at lunch time, if part-time but some may stay all day if full-time. Those schools catering for babies within a Nursery setting will need an individualised plan which should be discussed with the DDoE.	This will need to be reviewed on an individual school basis with the DDoE to look at ways in which this might operate effectively to avoid the change in groups of children part-way through the day.
General Occupancy		When the weather improves, consider using the outdoors as a classroom area, whilst ensuring sun safety precautions.
		Encourage staff to travel to work in separate cars and avoid using public transport where possible.
	Visitors on site should be kept to an absolute minimum to ensure that the risk of social contact is reduced.	Ask parents to communicate with the school office by e-mail or text to avoid coming to the school office/reception areas.

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
General Occupancy (cont'd)		Organise a soft and staggered start to the school day with children entering the school from e.g. 8.30 – 9.30 a.m. where possible, straight into staffed classrooms avoiding the gathering of large numbers of people, using as many entrances as possible. Have a similar open end to the school day.
		Leaders will need to make appropriate arrangements which are individualised to their school site. Leaders should consider the following: • Using as many entrances to the school site as possible – dedicated to a specific group of children to enter and leave school • Staggering start times for groups of children (whilst remembering that parents may have children in different groups) • Inviting families in by alphabet e.g. surnames beginning with letters A – G at a specific time, thus limiting numbers on site at one time, and limiting disruption to parents. • To ensure limited children use the toilet/cloakroom areas at any one time only one child should be sent to the toilet area from a group at one time.
	Staff should not congregate in the staffroom for meetings or social gatherings. Ensure social distancing is maintained – set a maximum number of staff who are allowed in the room at one time, dependent on the size and layout of the room. Ensure good standards of hygiene are maintained when using communal equipment e.g. kettles etc. Check that office areas also comply with the social distancing rules and consider the moving of staff or the rearrangement of furniture where possible, to ensure safe practices are followed.	

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
General Occupancy (cont'd)		The following strategies may be of use to enable safe break times which maintain social distancing: • Staggered times across the day • Zoned areas on the playground and school field (when in use) each of which are used by one group/class of children at a time. • Reduced break times e.g. half hour for lunch
Swimming Pools		School swimming pools should only be opened if there are sufficient staff available who can ensure social distancing and that hygiene regulations can be fully adhered to whilst maintaining a higher standard of cleanliness across the school. (Please see guidance on Legionella & Water Hygiene previously issued).
Outstanding building repairs	As previously mandated to schools; the only work that should be undertaken (subject to Estates approval) is that deemed essential and of a health, safety & welfare or safeguarding nature - timing of work should be deferred to the Summer holiday, if possible, in order to minimise the number of visitors to the school during term time.	
Free School & New Builds	For new build related issues, please discuss these with the Programme Management Team	
Cleaning		Please follow the **cleaning guidance** provided
Outdoor Play equipment	As per Government guidance, do not allow children to use outdoor playground type equipment as there is a higher risk of close contact and touching surfaces, unless the cleaning of such equipment can be guaranteed between groups.	
Indoor PE Apparatus	Do not allow children to use indoor PE large apparatus as there is a higher risk of touching surfaces, unless the cleaning of such equipment can be guaranteed between groups.	
Unnecessary furniture/items	Where possible, remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. This reduces the amount of cleaning and spread of infection.	

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Airing of rooms	Keep indoor places well ventilated. Evidence suggest that the virus is less likely to be passed on in well-ventilated buildings. In good weather try to leave windows and doors open.	
Ventilation Systems	Use external extractor fans to keep spaces well ventilated and make sure that ventilation systems are set to maximise the fresh air flow rate. Heating and cooling systems can be used at their normal temperature settings.	
Hubs		Hubs should continue until Friday 22nd May 2020 at which time, it is advised that schools should move back to their own schools in preparation for 1st June 2020 – please check with your DDoE before putting final arrangements in place and once agreed, ensure all parents are informed.

Childcare will need to continue in individual schools for the half term break. |
Water Fountains	School water fountains should be put out of use to maintain hygiene standards. Children should bring in individual water bottles to ensure that they remain hydrated, but these will need to be sent home each night for washing and re-filling. For those children failing to bring in a water bottle, schools should provide disposable paper-cups.	
Doors	Where it is safe to do so, doors wherever possible should be propped open to avoid the constant handling of doors as long as they are not fire doors.	
Lettings		Please continue to ensure that external lettings do not take place for the rest of this term.
Private Run Nurseries	Privately run nurseries which are on a school's site can open as long as they adhere to all the COVID-19 health and safety regulations. A risk assessment needs to be completed by the school and the Nursery to show that all risks are being addressed. Please share this with your DDoE before announcing its opening.	

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
HUMAN RESOURCES		
Staffing numbers	Leaders should review their available **Staffing Capacity**(see separate chart) to calculate the number of teachers, TAs and key staff e.g. site agents, who are available to work. As already stated, this will impact on the number of children that can be educated on site. Leaders need to remember that they may be expected to provide the following: • Continued childcare for priority groups • Education for potentially Nursery, YR, Y1 and Y6 • Home Education opportunities for Y2, Y3, Y4, Y5 and those not wishing to attend school.	
	School leaders should not employ short-term supply teachers or supply TAs in order to operate their partial opening plan.	Headteachers should liaise with their DDoE regarding their opening plans, based on the individual circumstances of the school and staffing availability. If there are staff shortages, the DDoE will assist with discussions to see if help can be gained from across the cluster. The REAch2 Expense Policy provides guidance regarding mileage which can be claimed for additional mileage for a member of staff to travel to another school.
Available Staff	There is revised Government guidance on Vulnerable Groups of Staff – please see **Vulnerable Groups – Government Document**, this includes those staff who are pregnant. A member of staff who lives in a household with someone who is extremely clinically vulnerable, is advised they only attend school if stringent social distancing can be adhered to.	Employees do not need to be tested before returning to work when the school reopens, unless they are exhibiting Coronavirus symptoms. If that is the case, they should apply for testing.

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Available Staff (cont'd)	If a member of staff lives with someone who is clinically vulnerable (not extremely clinically vulnerable), he or she can and should attend school. Staff who do not fit into one of the above categories are expected to attend work, unless they present a Fit Note from their GP. Those who have symptoms of coronavirus illness should apply for a test and self-isolate for 7 days or until they have received the test results. Those living with someone with symptoms should self-isolate for 14 days or until they receive a negative test result. Staff who are at home because they have dependents or they are caring for a relative who is vulnerable will be provided with work to be done at home where this is possible. (The person who is vulnerable should self-isolate). Staff absences should be recorded within Arbor.	There will be a number of HR drops in to support leaders.
Black, Asian and Minority Ethnic (BAME) communities		We are particularly concerned regarding new data and recent trends regarding the disproportionately high risk of death due to coronavirus for our Black, Asian and Minority Ethnic (BAME) communities. Leaders should be aware of this particularly if there are any suspected cases of Coronavirus within the school.
Consideration for Travel		Please be mindful of how employees travel to work – if someone uses public transport, consider adjusting their start and finish times so they don't have to travel at peak times.
Staggered starts		Where staff are required to drop of their own children at school, wherever possible look at opportunities to stagger their starting time to allow for this to happen.

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Refusal to work	Where a member of staff refuses to attend work or is anxious about attending work time will be taken to understand the reasons and to provide support.	Please speak to HR for guidance on policy and approach for individual circumstances where a member of staff does not wish to/feels they cannot come to work.
Bereavement	Should an employee suffer the bereavement of a child under eighteen, two calendar weeks' paid compassionate leave are granted.	The Trust provides five day's paid compassionate leave should an employee suffer the bereavement of someone in their immediate family (defined as parent, sibling, son/daughter over eighteen). This does not need to be taken all at the same time and can be used at any time up to 6 months.

The Trust provides a day's paid compassionate leave for an employee to attend the funeral of someone who is not an immediate family member. |
Absence of Headteacher	The Headteacher should contact the DDoE and follow normal procedures for reporting their absence. Contact details of the DHT or equivalent should be made available to the DDoE.	
Site agents/ Caretakers unable to work	If the site agent is unable to work, where possible, arrangements should be made for a lead cleaner or other site staff member to take over the site agent's duties. If this is not possible, the DDoE will assist with discussions to see if help can be gained from across the cluster.	
Staffing of Early Years	If EYFS children are attending school as an education establishment, then the appropriate staffing ratios and qualifications should be adhered to, although these staff may be working in different rooms.	
Staff roles	There must be a DSL available, preferably on site.
There must be a paediatric first aid trained member of staff if EYFS children are on site or a qualified first aider with a completed risk assessment.	Ensure that you have sufficient staff for all essential areas of work e.g. cleaning, site management, entry staff etc. remembering that not all areas of the school may be open.
Preparing all staff for returning to work		Once the appropriate preparatory work has been completed, leaders will need to prepare all staff for returning to work, sharing how the school will operate and their revised expectations.

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Familiar staff		Where possible, the child's class teacher should teach the class. L3/L4 LSAs should be considered for covering groups. Place available staff on a rota to ensure they receive a balance between providing home learning and in education activities.
PPA / Opportunities to work from home	When planning capacity, PPA time needs to be provided to teachers.	Whilst Coronavirus remains a real threat to the health and well-being of staff, look for opportunities to reduce the number of staff on site e.g. PPA could be carried out at home, rather than in school. The covering of PPA will be challenging for leaders. However, PPA can be offered in a minimum of ½ hour blocks e.g where there is a staggered start to the day. Leaders will need to be creative, whilst ensuring that the number of adults working with a group of children during one day is kept to a minimum.
PPA companies & visiting teachers	PPA companies/visiting teachers/peripatetic staff should not be used until further notice to ensure that visitors to site (and moving between sites) are kept to a minimum.	
Shutting specific classes when there are staff shortages after re-opening.	Suitable non-teaching staff can be used to cover groups of pupils. However, in the event of too few staff being in school or too few staff within one-year group or class and/or a lack of capacity to cover the absences, Headteachers should consider the possible closure of either a class, year group or phase. Please consult with your DDoE before making this decision.	
Whole school re-closure due to staff shortages	Before making a decision on whole school closure due to staff shortages, please discuss this with your DDoE who will consult with the DoE and Executives before a final decision is made.	

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Staff bringing their own children into school		If a member of staff's child's school is closed, the child may attend school with their parent as long as they are of primary school age. The child should join the class within an appropriate age group. Children of staff should adhere to the school rules and should not enter the staff room or be privy to conversations between staff. If the staff member's child is below school age, and the staff member is unable to work when required, a conversation should be had with them to understand the situation. Please consult with HR for further guidance.
Staff taken ill on school site	If the member of staff is exhibiting Coronavirus symptoms they should be freed from all duties and sent home **immediately.** They should apply for a Coronavirus test immediately. The member of staff should not return to work until they have received a test result which is negative for COVID-19. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.	
Managing Employees who are unwell	Employees who have symptoms of acute respiratory illness are recommended to stay home if they are well enough to do so or contact the health service if they are acutely unwell. For current information on how long they should self-isolate, and therefore stay away from the workplace, please refer to NHS guidance.	
Staff observing religious holidays	Staff should be able to observe religious holidays, taking the minimum number of days possible so as not to adversely affect the partial opening of the school.	REAch2 recognises the importance of religious observance and will attempt to accommodate the needs of the employee, according to local policy provision.

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
MTS duties		Dependent on the school's lunch arrangements, consider staggering MTS duties to cover a longer period of time for dinners/lunches to be Completed. Other staff may need to be placed on rotas to enable full supervision.
Breaks for leaders	Once the new arrangements and ways of working are in operation, any staff, including school leaders who have not had their holiday entitlement should be able to take time away from school to make up for lost holiday entitlement. If this is not possible due to staffing issues, please notify your DDoE.	
Furloughed staff	Furloughed staff will need to be re-instated as per the date in their letter, or should be furloughed for an extended amount of time in-line with the revised Government guidance. Please notify staff in writing and give at least one week's notice of any changes.	
NQT training	NQTs will have missed half term of their training year and will be teaching in abnormal circumstances in Summer 2. Headteachers and appropriate bodies should continue to make a decision on whether an NQT has met the Teachers' Standards, based on their performance throughout their induction. This decision is still to be made at the end of the induction period, which for most would be the end of the academic year regardless of their absence due to the current coronavirus (COVID-19) outbreak. In line with regular reporting procedures, the Teaching Regulation Agency should be notified of the outcome of induction. Therefore, some NQTs may need to receive continued support through the Autumn term to feel fully competent in their role.	

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
	https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers/covid-19-induction-for-newly-qualified-teachers-guidance	
Staff breaks	Ensure that staff are given the breaks during the school day that they are entitled to.	
Staff Meetings		Staff meetings should be held via Zoom or Teams video-conferencing facility either in separate classrooms or from home. Remember to Include staff working from home.

Ensure those staff who are absent are kept abreast of what is going on and communicated with on a regular basis. Invite anyone who is absent but fit to attend. |
| **Additional cleaning staff/time** | Any additional cleaning staff taken on must be deemed competent to carry out the duties assigned to them. | As cleaning is essential to any school being open, leaders should consider employing supply staff or paying for additional cleaning hours if required to cover staff absences or to carry out additional cleaning.
All safer recruitment requirements still apply, including DBS clearance.

There may be capacity across other local schools, or current employees may wish to take on additional hours. |
| **Wearing of PPE** | The Government do not deem the wearing of PPE to be essential for school staff. They also do not deem it necessary for staff in schools to wear a face covering, however staff are welcome to do so. If a face covering is in use, it should be washed daily.

Executives are expecting that staff requiring PPE is where there is intimate care required e.g. nappy changing, first aid being administered, kitchen staff serving/preparing food items.   PPE is not for the use of staff providing personal care to our youngest children. | Evidence shows a face covering can help in reducing the spread of droplets and therefore potentially infecting others, and could help to reduce the spread of infection as lockdown measures start to be lifted. It is important people refrain from touching their face covering when wearing it, where possible, to avoid hand to mask transmission of the virus.

The Government will not be supplying face coverings centrally as at home items and fabrics readily available on the market can be used, but it is important to wash them after every use. A link to the |

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Wearing of PPE (cont'd)	It may be challenging for staff to maintain an acceptable social distance from some children, particularly if the child: • is extremely young • has severe SEND • has medical needs • has extreme behavioural needs • is unwilling to conform to the school's social distancing requirements In such circumstances, and in line with Government guidelines, the wearing of PPE may be appropriate, if this is part of normal practice. This will be determined by risk assessment, taking into account the potential contamination, and may be undertaken alongside the LA care team. All relevant staff must be trained in the fitting and disposal of PPE where provided by the school. Training will depend on the type of PPE procured, guidance must always be obtained by the manufacturer. PPE may include: • Respiratory protection (masks) • Gloves • Aprons • Goggles/Glasses PPE Must: • Be stored safely and securely in an area where it will not become contaminated. • Be accessible to staff when needed • Be disposed of safely and securely (not in accessible open bins) • Be of suitable fit and quality and free from damage.	Government guidance on face coverings is below: **https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering** Staff should wear a face covering if they wish to, but these are not compulsory. Please see **PPE Guidance Document** regarding the specification for PPE Further guidance from the Government on preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak. **https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate**

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
First Aid	In relation to the delivery of first aid, the school must ensure that no delays to immediate medical care occur, this may mean that PPE may not be worn in the event that its use may delay the provision of urgent first aid response or medical care. Where not used, the school should keep a log on the first aid report.	
Staff Training	A wide range of staff training will be required, dependent on the staff member's role in school. This may include some or all of the following: • Recognising signs and symptoms of COVID-19 • how COVID-19 is spread • cleaning routines and hygiene controls (including respiratory hygiene, cough etiquette and handwashing and physical distancing) • what to do if an employee or a member of the public becomes unwell and believes they have been exposed to COVID-19 • when individuals in the workplace have had contact with a confirmed case of COVID-19 • cleaning offices and public spaces where there are suspected or confirmed cases of COVID-19 • rubbish disposal, including tissues • travel restrictions • restricted movement advice • familiarising key staff with the COVID-19 plan • fire evacuation procedures Please see list of available **Health and Safety Training.**	
Staff Hygiene	Employee hygiene practices are important to prevent spread of COVID-19. You should put up appropriate signage and generally communicate government and NHS recommendations to prevent infection spread Please check Government guidance and the Risk Management Plan provided.	

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Recruitment		Continue to use virtual interviews and induction processes to reduce the number of in-person interactions. Helpful guides to conduct interviews remotely are available on REAchIn for interviewers and interviewees.
Supply Staff	Where Supply Staff e.g. cleaners are required to attend the site, a controlled access process should be in place including adherence to sanitisation processes and full personal contact details. All safer recruitment requirements still apply, including DBS clearance.	
Washing of Clothes	Leaders need to make staff aware of the fact that they need to wash their clothes regularly. There is some evidence that coronavirus can stay on fabrics for a few days.	
Staff questionnaire		Leaders are requested to carry out a **Staff Questionnaire** to find out staff's concerns or individual issues. Please share this information with your DDoE so that cluster and Trust –wide concerns or issues can be understood and where possible, addressed.
Staff Training Days	It is important that staff are appropriately prepared for the reopening of schools and the revised policies and procedures put in place to enable the school to operate with regard to social distancing, new hygiene routines etc. All schools may hold one staff training day before the 2nd of June where the school and the childcare facility will be closed.	
Union Actions/ Advice	We are aware that there is much unrest amongst staff and unions. Our Head of HR is working directly with the Unions to reassure them that we are being considerate in our approach to opening, and will only do so if it is safe to do so. A **letter from REAch2 re Unions**, will be provided regarding the Union stance on schools opening	

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Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
CHILDREN & THEIR LEARNING		
Childcare or Education?	Once these numbers have been collated, the number of pupils needs to be calculated as a percentage against the school's normal population. If the percentage is higher than the Trust aggregated percentage of 45%, please flag this with your DDoE to discuss alternative solutions or prioritisation.	The key aim of schools opening is to not only support the economy in being kick-started, but also to work towards closing the gap for our most vulnerable children and providing education to some of our youngest children. Leaders will have to offer a mixture of Child care, Home Learning and Education to cater for the needs of the children. All priority group 1 children should be encouraged to attend either the childcare or education facility.
Pupil Numbers re capacity relating to Priority Groups 1, 2 & 3	Leaders should collect their school numbers in relation to the groups indicated below by using the Planning Tool – **School Capacity** document. By collecting such information, schools will gain a more accurate idea of the numbers of children who can, if their parents allow, attend school and those who will still need to be catered for within the childcare facility. Once these numbers have been collated, the number of pupils needs to be calculated as a percentage against the school's normal population. If the percentage is higher than the Trust aggregated percentage of 45%, please flag this with your DDoE to discuss alternative solutions or prioritisation. Once the proposed groups of children are decided upon, schools will need to use the **Parental Questionnaires** (contacting parents who haven't responded) to ascertain their final numbers.	It is important that our demands on staff are reasonable e.g. if they are planning learning in school, another member of staff should be supporting with the planning of home learning. However, if the two staff work together there is a greater opportunity to ensure that lost learning is minimised for children not in school.

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Priority Group 1 Pupils	The following children must be invited to attend school for 100% of the time, each day either within childcare or education provision: **Priority Group 1:** • Vulnerable children who have a social worker • Children of key workers • Children who have an EHC Plan where the needs of the child are best met in school • Children who are deemed 'vulnerable' by school leaders NB an EHCP may deem a child's needs to be best met by attending part-time in line with the completion of a risk assessment (please see SEND risk assessment information – P23).	Any child falling into one of the year groups attending from 1st June 2020, who has been attending the childcare facility, should be moved to the education facility, with his/her peers, on 1st June 2020. The Government has produced a document sharing their plans regarding the preparation of schools for wider opening' https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020 Schools should continue to actively encourage vulnerable groups of pupils to attend school or the childcare facility.
Priority Group 2	**Priority Group 2:** • Staff members' children (if child's school is closed) • Year 6 • Year 1 • Reception • Nursery This is our suggested order of bringing children in, but this can be altered to suit a school's individual circumstances and availability of staff.	Children should be placed in the order of year groups shown. If you have insufficient places to cater for all the year groups, then please inform your DDoE. The start of each year group should be staggered to enable issues arising with more children and staff on site to be addressed before the next group are brought in. • Year 6 should be in school on 1st June 2020 • Year 1 should be in school by the 5th June 2020 • Reception should be in school by 12th June 2020 • Nursery should be in school by 19th June 2020 If Y6 pupils take the pupil numbers over 45% capacity, then consideration should be given to having half of the Y6 cohort in for a whole week and alternating with the second half – ensuring that work set for home learning supports and builds on that taught in school. Our advice is not to work on half days as this increases the 'traffic' in and out of the school building which increases the risk of spread of infection.

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Priority Group 3	Priority Group 3: • Year 5 • Year 2 • Year 4 • Year 3 At this stage, no other year groups should be brought in to school – this is in line with DfE guidance. We will update schools regarding the potential attendance of all other year groups.	
Children attending Alternative Provision	Any child who is attending alternative provision, particularly if they are due to transfer to secondary school/special school whose needs are best served off site, should continue attending the alternative provision to provide continuity before transfer. Schools should contact the alternative provider directly to confirm attendance and ensure this is recorded in writing.	
Conducting a SEND Risk Assessment during the coronavirus outbreak (DfE)	A **risk assessment for a child** or young person will need to balance a number of different risks, including: • the potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions • the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, for example, in the home or online • the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite	

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	- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered - any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children (see the vulnerable children guidance for further information on school attendance for children with a social worker) - any other out-of-school risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation). Risk assessments should consider which children and young people with EHC plans may benefit more from remaining at school than at home. Please work with the Local Authority and parents to ensure the best outcome for the child. https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance?utm_source=b0e6c18a-198f-4428-b21e-f1fd52c2acad&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate	
Taking the temperature of children before entry		The Government do not feel it necessary to take a child's temperature on entry to school as this is deemed as an unreliable indicator of whether a child may be exhibiting coronavirus symptoms.
Children who are unable to adhere to social distancing.	Schools are expected, in line with the SEND code of practice to make reasonable adjustments to meet the needs of children who find social distancing challenging.	Where children are of the age where they can be expected to be able to social distance, but are unable/choosing not to either the review of a care plan or an individual child's **risk assessment** needs to be completed. This group of children might include: - children with severe SEND - Children with severe/extreme behavioural needs

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		To include children with individual needs at this challenging time, leaders need to assess whether it is safe to do so and that other children and adults will not be put at greater risk. The following strategies should be considered to accommodate these children: • Staggered/phased return to school • Part-time attendance • The wearing of PPE for staff where appropriate (in line with Government recommendations) • Continuing supporting their education at home.
Children with severe medical needs	A **risk assessment** should be carried out for any child with severe medical needs where treatment might result in the social distancing rules being unable to be followed. Any member of staff administering injections/invasive procedures should continue to wear PPE in line with the child's Care Plan. If the risk is deemed too great, then the child's needs may be better met at home. This should be fully discussed with the individual parents/carers.	
Grouping of children	• Ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days. • Where possible ensure that the same teachers and other staff are assigned to each group, and as far as possible, these stay the same during the day and on subsequent days. • Ensure where possible children use the same classroom area throughout the day, with a thorough cleaning at the end of the day.	
Induction of new pupils	The induction of new pupils starting in the new academic year should be carried out remotely. New children should not be brought onto the school site.	A number of **induction ideas** and **induction documents** for new EYFS children have been produced for leaders to consider.

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Transition from Y6 and Y7		This is a really important time for our Year 6 pupils as they are preparing for secondary school in September. Staff and children will be unable to conduct any on-site visits to secondary schools and will need to find other ways to support this group of children e.g. • Liaising closely with our secondary schools to make sure they know all of the important information about your child. • Providing bespoke lessons and guidance for year 6 pupils about transferring to secondary school. • Answering any questions that they have and support them with any anxieties so that they can make the best possible start. • Use of video-conferencing facilities
Bespoke Social/ Emotional Support		The children are going to return to school having had a wide range of experiences, both learning and emotional. Please ensure that you provide appropriate social/emotional support to those children/families requiring a bespoke support package.
Toys / Equipment	Where possible, remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).	Leaders should reduce the amount of equipment in use by children and adults wherever possible. Consider creating personalised sets of equipment e.g. pencils, rubbers etc that only that child uses or where possible ask parents to provide this for their child. Parents could be asked to provide their child with a pencil case, with the basic equipment to avoid the sharing of any e.g. colouring pencils. Where IT equipment is in use, keyboards will need to be wiped after use.
Planning Learning		Leaders need to consider the following for groups that are returning to school: • Consider the pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn.

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Planning Learning (cont'd)		• Assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks. • Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils. • Support pupils in Y6 who will need both their primary and secondary school to work together to support their upcoming transition to Y7. Although no school will be penalised at this time if they are unable to offer a broad and balanced curriculum to their pupils, try to link the learning in school and the home learning, so that when all children return to school, they will have had the same access to the same parts of the curriculum. If a year group has to be split, attending alternate weeks, staff should plan over a 2 week period for each year group– a week of work which can be taught by the teacher/adult whilst in school learning with a second week of work which follows on from the work carried on in school, that children can complete at home independently. This arrangement should be alternated with each group to ensure both groups receive the same coverage and the same learning opportunities.
Bridging Curriculum Plan		Leaders may find that creating **a bridging plan** for each year group, looking back at what children may have missed in their learning and looking forward to what they will need to know may assist. The plan should only cover the essential teaching in core subjects to enable the children to 'catch-up' in their learning. This plan should cover Summer 2 to the end of Autumn 2, enabling children to be back on track by January 2021, if not earlier. You may also need to consider any social or emotional needs as a result of an extended period away from school. To help with the development of the bridging plan resources will be available at **https://reach2.sharepoint.com/ServiceAreas/Education/Pages/Recovery-Curriculum.aspx**

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		This will be continually updated as new resources become available or are developed.
Assessment of children		No assessments on children will be centrally collected this academic year. The revised **Assessment Programme for 2020/21** has been designed to collect baseline data by the October half term – at the end of Autumn 1 2020. The assessment programme has been further reduced and will be shared with leaders in June 2020.
Assemblies		Although children should not be gathered to attend assemblies, consider pre-recording these to share with children in their groups.
Individual Drinking bottles		Children should be expected to bring their own water bottle to school to ensure that they remain hydrated without the need to use school water fountains. Please get parents to label the bottle with the child's name.
Marking of Children's Work		Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. *DfE* Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books. *DfE* When teaching the older year groups, children's books should be out on their desks for the day to avoid unnecessary movement around the classroom and to avoid the wider handling of books, however they will need to be put away at the end of the day to allow a thorough cleaning of surfaces.

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HEALTH AND SAFETY		
Risk Management Plan	Please see the Risk Management Plan for further Health & Safety advice.	
Hand soaps/ hand sanitizers	Ensure that there are plentiful soaps/soap dispensers in all toilet areas for staff and pupils. Soap containers/dispensers should be cleaned at the end of each day.	If parents ask to provide their child with their own hand sanitiser, then this should have the child's name on it, and it is for the child to manage in KS2 only – not in KS1.
PPE		Children should not wear gloves or face masks/coverings to school particularly if they are in EYFS or KS1.
Hygiene Notification	Please print off the Public Health England posters regarding personal hygiene in relation to Coronavirus and display these in prominent areas around the school site.	
Hygiene Routines	Ensure all staff are trained regarding the expected routines for hygiene whilst on the school site and provide training for all pupils.	
Accessing cleaning equipment	Stocks of cleaning materials should be maintained at a higher than normal level to ensure that they do not run out. If stock becomes an issue, please notify your DDoE who may be able to negotiate support from other schools within the cluster.	
Isolation room	Set up a room where children/or staff can be isolated should they exhibit Coronavirus symptoms or become ill whilst at school. Any staff member overseeing a child exhibiting Coronavirus symptoms should be provided with a mask, apron and gloves. Once the child has been collected from site, procedures for the disposal of PPE must be followed. Any areas being touched by the child e.g. chair/table etc should be cleaned and disinfected thoroughly. Parents should be asked to ensure their child receives a Coronavirus test. If a child/adult is found to have a positive test result, All children within the group should self-isolate for 14 days.	If two or three children become unwell at the same time, try to isolate them where possible.
Implementing Protective		The following guidance has been published to support schools on how to implement protective measures.

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Measures in Education Settings		https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm_source=58069644-c5e9-4cfa-8575-43418b3e8663&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

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SAFEGUARDING		
Contact with vulnerable children	Review the list of vulnerable children and ensure that any pupils not yet attending school continue to receive regular phone contact as previously arranged	
Vulnerable children's records	Review all safeguarding records that have been created during the period of school closure, ensuring that all actions are addressed and that records are full and complete	
Liaison with professionals	Contact relevant professionals for vulnerable pupils (SEND dept, Social Worker) to update on the attendance and welfare of the child/ren they work with. For EHCP pupils, update or remove risk assessment as required	The safeguarding leads are available remotely via telephone, video-conferencing and e-mail should you need any support.
Safeguarding/CP meetings	Continue to attend remotely, i.e. phone, conference call, and submit written reports as required by LA protocols	
DSL capacity	Review staff rota to ensure sufficient DSL capacity to support pupils in school and those still at home and requiring vulnerable pupil checks	

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MENTAL WELL-BEING		
Well-being (mental health) Resources		There is a wealth of materials available on REAchIn, including guides to manage mental wellbeing during the pandemic, videos, audio guides with strategies to help manage anxiety. https://reach2.sharepoint.com/Strategies-Initiatives/Wellbeing/Pages/Mental-Health-1.aspx
Extension of mindfulness		Following the success of Mindfulness webinars through the Spring term, these will continue through the Summer term and are available to all REAch2 employees – dates to be confirmed.
Mental Health First Aid		There are a number of options for Mental Health First Aid which we are currently exploring to see which can be offered remotely. Once these have been confirmed, details of costs and how to apply will be made available to you. Currently the following FREE training is available: • Mental Health Awareness – e-learning (45 mins) on Flick and is available to all staff. • **Mental Health Line Managers resource** – available to read Further paid courses will be shared with you shortly: • Mental Health Knowledge for Managers • Mental Health training (2 ½ hours on-line)
Bereavement Training		A **Bereavement Support Guide** has been produced by the Trust and is available for all staff on REAchIn. It provides step by step guidance to support a member of staff or pupil who has experienced a bereavement as well as considerations for the line manager whose school or service area experiences the loss of a member of staff. There are sample letters to use and websites with advice and resources suitable for all ages. **Supporting Others Through Bereavement** webinars will be available to help staff to support others dealing with bereavement.

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COMMUNICATION & ORGANISATION		
Parent Contact	Ensure that you communicate with all parents and inform them of your opening plans and how you will enable social distancing and maintain hygiene standards. Communication should cover the following areas: • Not entering the education/childcare setting • One parent to bring their child/children to school • Allocated drop-off and collection times • Non-gathering at entrance gates/doors • Education resources • Measures taken to make learning safe • Safe travel	A draft letter may act as a starting point. Provide office staff with a script to follow if you are unable to open all classes, as some parents are likely to be upset with this arrangement. A video tour shared with parents, of how their children will enter school, where they will be working, the seating arrangements etc may waylay some parental fears.
Contractors		Communicate early with contractors and suppliers that will need to prepare to support your plans for opening e.g. cleaning, catering, food supplies, hygiene suppliers.
Cleaners/ Cleaning companies		Discuss with cleaners/cleaning contractors the additional cleaning requirements and agreed amended working hours to allow for this.
Parents choosing to keep their children at home		Leaders should encourage all children invited to school, to attend, however this is ultimately parental choice. Look for 'steps in the right direction' e.g. a child attending part-time as the gradual lead up to becoming full time.
Visitors to school	Ensure that visitors to school are kept to a minimum for the rest of the Summer term.	
Trust Central Staff	Central REAch2 staff will not be attending schools in the Summer 2 half term unless there is an emergency situation. However, all the central team are available for advice and support via video-conferencing, phone or e-mail. Please do phone if we can help in any way.	
Web site		Place a notice on your school web site sharing how the school will operate over the next half term.

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Parent Consultation evenings	These should not be held in person, but can be arranged using zoom/phone appointments.	

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SCHOOL EVENTS		
Diary Events	Gatherings of any kind should not take place, this includes: • Celebratory, end of year events • Assemblies • Induction tours/events	Leaders should keep the school diary as clear as possible to maintain social distancing and avoid further disruption should the school need to close again.
Day Trips	No day trips or off-site activities should be organised or attended until further notice, this includes swimming lessons booked at local pools, sporting galas/events etc.	
Public Transport & Mini-buses	No public transport, including school/public mini-buses should be used.	
Residential Trips	No residential trips should be booked until further notice.	If you already have a residential trip booked or one that has been deferred, please ensure that it is moved to the latter part of the 2020/21 academic year.
Child care / Breakfast Club facilities	After School clubs and Breakfast Club should not be in operation. Schools should not offer wrap around child care during this period of time. If schools employ the childcare staff directly, these staff should be included in the available staff for work. Separate arrangements will need to be discussed with schools offering baby room/nursery services.	
REAch2 Meetings/events		There will be no face-face REAch2 meetings or events during the Summer and Autumn 1 terms. An **up-to-date Summer 2 calendar** will be distributed which clearly indicates those events taking place via zoom.
Cluster Leadership forums	During Summer 2, the Cluster Leadership Forums will continue to be suspended. A weekly Headteacher/SBM briefing will continue each week to ensure that Trust leaders are aware of any issues schools are facing and to ensure that you are kept abreast of any National or Trust developments.	

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	ADHERENCE TO POLICIES & PRACTICES	
Attendance Registers	Schools operating child care should continue to fill in the on-line register via the DfE for those receiving childcare. Where children are in attendance for education purposes, please use the attendance system on Arbor using the following codes: Children in attendance at school: **Code / or ** Children invited into school, but not attending: **Code Y** – until further notice Children invited into school, but who are ill: **Code I** Children not invited into school: **Code Y** Children attending off-site educational activity: **Code B** Children invited into school, but who are attending a medical appointment**: Code M** **Do not use the L code during this period of time.** If someone in the child's household is extremely clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions. Parents will not be fined for non-attendance at this time and schools will not be held to account for attendance levels. Leaders should ensure that social workers are informed where children who have a social worker do not attend.	Please make sure that office staff are recording clearly the reasons for absence to justify the use of the absence codes and to ensure an awareness of children absent due to Coronavirus.
Adherence to core school policies	As schools re-open, school policies should be reintroduced.	
Review of school behaviour policy and practice		Schools should review and amend their behaviour policies so they are explicit about the implications of enforcing social distancing in line with other expectations for behaviour.

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
		For example, schools may wish to consider: • Reviewing approaches to behaviour in the playground, including what playground games can/can't be played (such as 'Tag'). • Reviewing guidance within the behaviour policy around when physical intervention would or would not be used. • Approaches to talking openly to pupils with significant behaviour needs about social distancing. • Staff training and development so all staff are clear about amended expectations. • Revising reward systems where they create a challenge for social distancing. A temporary, **covering statement added to your Behaviour policy** may assist in its application during COVID-19. This also includes further advice and suggestions on a range of issues.
Returns by schools	Returns by schools to REAch2 will be kept to a minimum during the Summer 2 half term, however some key data will be required.	
Milk for children		Milk orders should resume once school numbers increase and deliveries are available.
Fruit for Children		Fruit orders should resume once school numbers increase and deliveries are available.
School uniforms		As school begins to resume, normal school practices should also resume including the wearing of school uniform.

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GOVERNANCE		
Governors	Governors' normal duties should be put on hold. Formal LGB meetings should only resume once instructed by Trustees, using agenda and templates provided by the Trust Governance team. Over the period of partial opening, Governors should be made aware of the school's approach to opening and reasoning for this. This can be by receiving a HT report or a zoom call meeting. No Governor monitoring should take place in school this half term.	Liaise with the Chair of Governors and inform him/her of your operational plans for the next few weeks and your reasoning behind this. Provide assurance on safeguarding in lieu of in person checks by the safeguarding link governor. Schools can share notes of the safeguarding meetings with the REAch2 Safeguarding team (anonymised as required) to support the Safeguarding Governor in their role.
Terms of office coming to an end	Where a Governor's term of office is due to end at the end of the Summer term and they remain eligible to be an LGB member (e.g. parent with child still on school roll), where possible, this should be extended to the end of the Autumn term 2020. Where a chair's term of office is due to end at the end of the Summer term, this should be extended if possible to the end of Autumn term 2020.	LGB members to be informed of extensions of term of office. Extensions to be noted in formal minutes on resumption of full LGB meetings.
Cluster Boards	These will continue in June 2020.	
Governor Meeting	Leaders should hold one virtual LGB meeting any time between 1ˢᵗ July – 19ᵗʰ July 2020 to update Governors on the school's operation. A proposed, prepared agenda is provided **Agenda for LGB**	

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FINANCES		
Budget restraints	Budget restraints will continue to operate until further notice. The current year will continue to be tightly controlled. For 2020/21 schools will be expected to hit their final agreed budgets.	
Finance Payment Runs	Payment runs will continue to be made by the Central Finance Team up until the end of August 2020. Approval of purchase orders and invoices will continue at school level as normal.	
Internal audits	No internal financial audits will be held during the Summer 2 half term unless an urgent situation arises.	
Annual Accounts & External Audit	External audits by KPMG are initially being conducted by telephone to those schools already notified. Visits to these schools will not be made in the Summer 2 term. The Year-end accounts will be expected as normal. Year End packs, guidance and support will be made available during Summer 2.	
Draft Budgets	Schools will be advised of an agreed proposed budget during May – formal budget returns- school budget return for final approval.	
Lettings	Indoor and outdoor lettings at schools should not resume during the Summer 2 half term to avoid additional cleaning and hygiene issues.	
Procurement	Ensure suppliers are able to resume supply of goods and services on the agreed date, including the supply of raw materials (i.e. food; cleaning products; stationery, etc) and services i.e. Broadband, systems, external third party support etc. Confirmation should be sought in writing.	

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
CATERING AND FREE SCHOOL MEALS		
Kitchen Testing		Ensure all kitchen equipment is working prior to agreeing an opening date. Check for kitchen infestation, and thoroughly clean kitchen including utensils (deep clean may not be required) Ensure equipment maintenance tasks are complete, and that annual services are carried out, or re-scheduled where necessary. Arrange ventilation deep-clean where necessary (per insurance policy) - usually during summer shutdown.
Stock Take		Carry out an effective stock-take of food, ensuring it is in date and fit for consumption. Place orders for re-opening and confirm supply (after agreeing menus). Review allergen data against menus, if new.
Food Provision	Schools should provide meals for all children in school, and meals should be available free of charge where pupils meet the FSM eligibility criteria. Schools should be re-opening their kitchens and ensure that meals are able to be prepared and served safely.	
FSM Vouchers	The Government deems schools to be best placed to provide food or food parcels for benefits-related FSM pupils not in school. However, provision of food vouchers for those eligible will also continue to be available where needed.	Leaders will need to decide what the best way forward is for the school and the children to ensure that all those who need feeding get access to food or vouchers.
Lunchtime and School Dinners		Leaders should decide, dependent on their school's catering arrangements and availability of service, as to whether a school dinner/packed lunch will be provided to a wider number of children during partial opening, or whether children will be expected to bring a packed lunch into school. Leaders will need to decide where it is safest for children to eat their lunches and whether children eating in classrooms might reduce social distancing issues.

REAch2 Advice to Schools: COVID:19   -   20th May 2020 update
Partial re-opening of School

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
Working Practices		Catering Managers will need to review working practices to comply with social distancing. Meal numbers will be lower than normal therefore it may be appropriate to put the catering staff on a rota to assist with social distancing.
Catering Health and Safety	Masks – wash daily	All catering staff should wear face masks and gloves. Aprons etc need to be washed daily.
Simplified Menu		If you operate your own kitchen, our Catering Lead has put together a simplified **two-week menu** for when the schools come back on a phased return which you may find useful. The menu is simplified which will take in to account staffing, lower production, costings and will run on a two-week cycle
Infant FSM		Please find in the appendices a draft letter that you can use to send to new parents regarding **Infant Free School Meals.**

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy
IT		
IT Infrastructure - Connectivity		• Check for connectivity to Server, Switches & Wireless • Check Internet and Telephone connectivity • Ensure Door Management, CCTV, electronic visitor & BMS systems are operating correctly and can be accessed.
IT System Housekeeping		• Check Server Backups have been successful and if backup is onsite, carry out a full backup for Business Continuity. • Check windows servers have the latest security updates and patches installed • Check Wireless Systems have had security updates installed. • Check all server managed systems such as AntiVirus, MDM systems, Groupcall are up-to-date

IT Equipment Connectivity		• Check connectivity and functionality of IT Devices
		   o Desktops
		   o Staff Laptops
		   o Student Laptops
		   o iPads
		   o Tablets & Learn Pads
		   o Visualisers
		   o Projectors
		   o Interactive White Boards (IWB)
		   o Interactive Panels
		
		• Power on devices, log in & restart to ensure all updates and changes are enforced.

IT Equipment Housekeeping		• Ensure all devices have been cleaned to sanitise. • Where possible, allocate one device to one staff member / pupil to prevent cross-contamination.

Aspect	Trust/Government Instruction	Trust Advice/School Autonomy

		• Where this is not possible, enforce a cleaning process when sharing device.
		• Guidance Links below
		    • https://www.dell.com/support/article/en-uk/sln308919/guidance-for-keeping-your-dell-technologies-equipment-clean?lang=en
		
		    • https://zioxi.co.uk/how-do-you-clean-surfaces-communal-it-equipment-and-charging-products-effectively-to-kill-coronavirus-in-schools/
		
		    • https://support.prometheanworld.com/article/1204/

On-boarded Schools - devices		For schools that have reallocated student devices to staff members for remote working, advise central IT when they are returned so student security polices can be enforced.