



## Our Lady of Walsingham Catholic Trust

Our Lady of Walsingham Catholic Trust is founded on Catholic Christian values. We are based across the East Anglian counties of Suffolk and Cambridgeshire. As a Trust we recognise the individual identities and circumstances of our member schools whilst seeking to support them at all times and in particular during the Covid-19 pandemic. We also recognise that Headteachers, Heads of School and Executive Headteachers are in the best position to understand how their schools respond to the current situation and the Trust is here to guide them in their decision making and to enable them to carry out those decisions.

As a Trust we are members of the Confederation of Schools Trusts and we have been grateful for the excellent work that they have done in informing, supporting and guiding their members in recent weeks. This document is largely their work and we have adapted it to meet the specific needs of our Trust. As schools are being asked to open more widely, this framework outlines a series of strategic actions for our schools to take before decisions can be made about opening a school more widely in the safest possible way. It does not include all possible actions that could or should be taken in the specific context of each school and it is therefore intended to be adapted to meet the circumstances in which each school operates. It is intended to be a strategic framework to guide decision-making and we have therefore attempted to be concise.

If you follow the **system of controls** in [Schools Covid-19 operational guidance](#) (summarised at annex A) you will effectively reduce risks in the school or groups of schools and create an inherently safer environment. CST has separately commissioned Browne Jacobson to provide clarity on [directors' liabilities](#).

**The strategic job now is to ensure a balance of risk – using the system of controls to prevent infection alongside ensuring pupils have a broad and ambitious curriculum.**

The sections in the framework could be used as your board agenda. In each case, risks and actions to mitigate risks should be identified and recorded formally by the trust board. This is because the trust board is the responsible body, legal entity and employer.

We would like to re-assure you that the health and safety of our staff and children will be paramount over the coming weeks while we make best endeavours to serve the needs of our families as they navigate their own routes to eventual normality. Our Trust schools have responded professionally and in good spirit

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to the conditions they have found themselves in over recent weeks and we feel confident that we are best placed to respond in a balanced way which best meets the needs of all in the weeks to come.

Schools coronavirus (COVID-19) operational guidance February 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

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## Decisions and actions to take before opening the schools in your trust in March 2021

### Risk Assessment for St Laurence Catholic Primary School - consultation

Risk area	Actions	School context response / follow up actions
<p><b>Health and safety</b></p>	<ul style="list-style-type: none"> <li>• Review health and safety risk assessments ensuring these are based on the Public Health System of Controls in the <a href="#">DfE guidance</a> summarised in <b>annex A</b> below. More information about health and safety risk assessments is set out in <a href="#">annex A</a> of the DfE guidance. Consider using <a href="#">HSE managing risks and risk templates</a>.</li> <li>• Ensure consultation has taken place with all staff and their representatives in line with <a href="#">HSE requirements</a></li> <li>• Ensure statutory site checks are carried out, if require. If buildings are closed or have reduced occupancy, water stagnation can occur. This can increase the risk of <a href="#">Legionnaire's Disease</a>. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>)</li> <li>• Commission cleaning of all sites using <a href="#">guidance on cleaning non-health care settings</a>.</li> <li>• Review arrangements to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>. Refer to the <a href="#">system of controls</a> for guidance on keeping occupied spaces well ventilated.</li> <li>• Agree a policy and procedures should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the <a href="#">system of controls</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• School RAG rated H &amp;S Risk Assessment is reviewed and adjusted where necessary to reflect current DfE guidance. Annex A summary is added to the document. H&amp;S RA ( including annex A) is shared with all staff and parents ( by 9/03/21)</li> <li>• All staff are fully briefed on school H&amp;S protocol documents and receive printed copies for reference. All staff have the opportunity to raise any concerns or queries and clarify understanding. All staff understand the importance of consistent adherence to guidance.</li> <li>• Usual pre start of school term site checks are carried out and any checks delayed due to period of partial closure are rescheduled and completed.</li> <li>• Thorough pre-new school term clean delegated to cleaners to include all classrooms, hall, staffroom, toilets, corridors and offices by 05/02/21</li> <li>• All staff are aware of importance of good ventilation and consider when organising classroom and learning spaces ( e.g. school hall)</li> <li>• Cleaning contractors continue to thoroughly clean each classroom and shared spaces used at the end of the day. Additional cleaning throughout the day (handles, toilets, table tops, resources) to be cleaned at lunchtime.</li> <li>• Store cleaning equipment safely in classroom in a cupboard. Phase Leaders to check by 05/03/21</li> </ul>

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	<ul style="list-style-type: none"> <li>• Ensure there is a critical path decision making process/ contingency plan in case of a local outbreak.</li> <li>• Assess transport-related health and safety risks and how these can be mitigated.</li> <li>• Review the arrangements for Covid-19 asymptomatic testing, particularly in relation to onsite testing facilities in secondary schools (see the <a href="#">Schools Covid-19 operational guidance</a>). Ensure adequate risk assessments are in place as required by RPA.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom sinks and toilets to be used, with handwashing supervised at all times. Hand gel by each entry point. Hand dryers to be used in toilet areas.</li> <li>• A child in Rec, Y1 or 2 will be taken to the isolation room if they are complaining/saying they have a stomach ache or feel ill regardless of sickness; this may be a sign that they have mild COVID-19 symptoms</li> <li>• Refresh knowledge of PPE guidance for schools if necessary. Designated isolation area Meeting Room add signage</li> <li>• Continue to use Studio space as a staffroom for the Year Y5/6 to use during break and lunchtimes</li> <li>• Allocated break and lunchtime areas for staff: Staffroom – EYFS and office support staff, KS1 – KS1 kitchen area and spare classroom, Y3/4 staffroom to heat food and Y3/4 spare classroom, Year 5/6 Studio</li> <li>• Remind staff that there should be no more than 6 people in a staffroom at any one time</li> <li>• Face coverings are recommend to be worn by adults in corridors and staffroom/areas where social distancing between adults is not possible</li> <li>• Transparent face coverings can be worn by members of staff with agreement from HsoS for adults to work with small groups</li> <li>• Photocopier room to be used by 1 member of staff at a time. Staff are reminded to use antibacterial wipe after each use</li> <li>• Post Covid 19 Health &amp; Safety Policy and school sickness management procedures are revisited by all staff. Ongoing strict adherence is positively self-monitored by all staff and school leadership.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Public Health England guidance relating to systems of control in the role of effective prevention and response to any infection in school is shared with staff (See Annex A)</li> <li>• Staff (volunteers) continue to administer the Lateral Flow Test on Wednesday and Sunday evening and send results to SBM (negative result) and HoS (positive result)</li> <li>• Staff to phone Heads of School (HsoS) if they are unwell or have Covid-19 symptoms:</li> <li>• NHS Test and Trace process is shared with school community (staff and parents). Update school display/class Covid 19 information folders as necessary with PHE/Cambs CC Covid symptoms flowchart. School to obtain written confirmation of any testing outcome (positive) to support effective critical path making decision process.</li> <li>• HsoS and EH to be immediately advised of any positive tests relating to Covid-19 of pupils attending school/staff either in school or at home. All confirmed cases reported as necessary via RIDDOR</li> <li>• HoS meets with Exec Head at least weekly and attend Trust Head Operations Group Zoom</li> <li>• Staff remain alert and follow COVID-19 risk assessment, safety guidelines: hands, space, face following the introduction of Lateral Flow Testing procedures</li> <li>• Staff/parents are re-signposted to national guidance on methods of transport to/from school (Phase Leaders/SBM by 1/9/20). Consider alternative provision for any school educational visits that would avoid the need to travel off site: any coaches used are regulated school transport vehicles.</li> </ul>
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<p><b>Pupils and parents</b></p>	<ul style="list-style-type: none"> <li>• Assess parental confidence and ensure processes are in place to communicate clear and consistent expectations around school attendance to families ahead of 8<sup>th</sup> March 2021.</li> <li>• Ensure appropriate support and arrangements are in place for pupils with EHC plans.</li> <li>• Ensure that pupils most at risk of disengagement/most in need of additional support are identified and support is in place.</li> <li>• Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required (Public Health England has published <a href="#">guidance on supporting children and young people's mental health, Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Issue parental letter from HsoS and LA confirming all schools will be fully open from 8<sup>th</sup> March 2021. Expectations reflect DfE guidelines on re-instatement of compulsory attendance: all children can return to school on 8<sup>th</sup> March 2021 unless they are under the care of a specialist health care professional who advises otherwise.</li> <li>• Promote Lateral Flow Test kits with parents</li> <li>• Send communication to all parents (03/03/21) welcoming children back and explaining arrival/collection arrangements, face coverings to be worn by parents dropping off and collecting children</li> <li>• Staff have the option to wear face coverings when monitoring school gates</li> <li>• Audit and review existing lists of pupils most at risk of disengagement/most in need of additional support.</li> <li>• Phase leaders/ teachers to contact all identified families on safe and well check list to personally welcome them back to school and identify and address any barriers</li> <li>• Make telephone contact with any parents of children not in school on 08/03/21 to identify reasons and identify and address any barriers to attendance.</li> <li>• Parent meetings will be remotely and no parents will be allowed on the school site</li> <li>• Follow LA guidance on management and support of pupils with EHC plans</li> <li>• Continue to signpost parents/children to relevant resources and other agencies where necessary and available in line with existing practice (in liaison with IM and HoS).</li> <li>• Regular newsletter to continue to highlight mental health support, school updates and good news</li> </ul>
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		<ul style="list-style-type: none"> <li>● Continue with safe and well calls for any child who is under the care of a specialist health care professional and is unable to return to school (IM)</li> <li>●</li> </ul>
<p><b>Workforce and HR</b></p>	<ul style="list-style-type: none"> <li>● Review your trust’s workforce audit. Some people on this list will remain under the care of their doctor or specialist, who are ‘extremely clinically vulnerable’ and may be advised not to return to the workplace/ school. Assess how many staff remain in this much smaller group and the impact on the workforce. Guidance on shielding and protecting people who are extremely clinically vulnerable is <a href="#">here</a>.</li> <li>● You will need to follow the specific <a href="#">guidance for pregnant employees</a> because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</li> <li>● Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment. Please note that as the employer, you must continue to meet your equalities duties. See the <a href="#">Equality Act 2010 advice for schools</a> for more information.</li> <li>● In light of this assessment, scrutinise how staff will be deployed.</li> <li>● If necessary and applicable in your circumstances, consider using longer assignments with supply teachers and agree a minimum number of hours across the rest of the academic year.</li> <li>● Determine whether staff training is required prior to the full return of pupils in March.</li> <li>● Consider what arrangements might be put in place for staff wellbeing. All employers have a duty of care to their employees, and this extends to their mental health. <a href="#">Education</a></li> </ul>	<ul style="list-style-type: none"> <li>● Adjust planned staffing profile 20/21 as necessary as an outcome of audit review. Update any existing staff individual risk assessments and/or create new for individual staff as required.</li> <li>● Open consultation of Covid-19 Risk assessment for full reopening on 8<sup>th</sup> March with teaching staff on 03/03/21. Continue to email updated risk assessment weekly to all staff for consultation.</li> <li>● Staff to be encouraged to raise any concerns in respect to the RA with line manager, HsoS or EH at earliest opportunity to support their own wellbeing</li> <li>● Respond to any concerns following consultation with Executive Headteacher</li> <li>● Staffing and location of phase bubbles to be identified by HsoS</li> <li>● Continue well-being measures already in place.</li> <li>● Staff to read COVID-19 risk assessment for full reopening and ensure they know hygiene, cleaning protocols and timetable in the Phase Bubble group and allocated outdoor zone by 05/03/21</li> <li>● Staff deployment plan and rota system for teachers in Rec, Y1, Y2, Y3/4 and Y5/6 by 02/03/21</li> <li>● Meet with MDS and TAs to share staff deployment plan in Phase Bubbles and cleaning protocols at lunchtimes on 04/03/21</li> <li>● Reduce furniture in each class including Book Corners, etc</li> <li>● Arrange tables so that children can sit forward facing in class</li> </ul>

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	<p><a href="#">Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Ensure designated safeguarding leads (and deputies) are provided with more time, especially in the first few weeks of after 8<sup>th</sup> March, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Remind staff about expectations in respect of movement around school, access to staff room, admin areas and toilets etc. Phase Leaders to remind staff within the Phase Bubble about adult social distancing, ventilated classrooms and working spaces and regular hand washing/sanitising – all communication to the school office via email or phone (staff to phone office in private)</li> <li>• Open windows and doors to increase the airflow through the classroom at break and lunchtimes. Return the classroom to comfortable teaching environment that is still ventilated.</li> <li>• All staff to follow guidance for the max number of adults in each area during break, lunchtimes and beginning and end of day</li> <li>• Continue to support all staff, including school leaders, in managing and monitoring their own well-being as a school priority. Remind/signpost staff to self-care resources, including the Employee Assistance scheme as well as continuing measures already in place ( e.g. satellite staff room provision)</li> <li>• Update individual Risk Assessments for staff who are over 60</li> <li>• Keep in regular communication with CEV staff who are advised by their GP not to return to work</li> <li>• Timetable regular supervision session for DSL/Deputy DSL with Exec Head</li> </ul>
<p><b>Curriculum and timetabling</b></p>	<ul style="list-style-type: none"> <li>• Scrutinise the plans for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects</li> <li>• Ensure the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects</li> </ul>	<ul style="list-style-type: none"> <li>• See all phase planning documents for Spring 2. Plans to be annotated and consistently reference identified children, gaps in knowledge and how to address these</li> <li>• PiXL wellbeing package supplemented by school PSHCE curriculum</li> </ul>

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	<ul style="list-style-type: none"> <li>• Ensure that there is a staffing plan and timetable for each school, including any special arrangements where necessary and practicable e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements</li> <li>• Scrutinise the plan for spending the trust’s allocation of tuition funding and ensure curriculum alignment and relevant training is in place (Education Endowment Foundation guidance can be found <a href="#">here</a>)</li> <li>• Scrutinise plans for how remote education will be offered where a class, group or small number of pupils need to self-isolate (online learning resources <a href="#">here</a>, Oak National Academy <a href="#">here</a>, technology support <a href="#">here</a>, guidance for parents on supporting home learning <a href="#">here</a>, guidance for parents of children with SEND to support home learning <a href="#">here</a> and EEF best evidence in remote learning can be found <a href="#">here</a> - there is also a <a href="#">summary</a> of findings and a <a href="#">toolkit</a> to support home learning.</li> <li>• Review the approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, contact sports are avoided and outdoor sports are prioritised where possible, and large indoor spaces used where not, maximising distancing between pupils and paying attention to cleaning and hygiene.</li> <li>• Review your before and after-school provision and plan whether/ how to restart. And ensure where parents are using external providers, that the school or trust has a plan in place to and consider how such provision will work alongside their wider system of controls, including keeping children within their year groups or bubbles where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach a broad and ambitious curriculum English, Phonics, Maths, RE and IPC</li> <li>• Whole school Collective Worship via Zoom every Monday 2.50pm led by HoS</li> <li>• Set homework learning activities on Microsoft 365 (Y1-6)</li> <li>• Fixed entry/exit system for each Phase/Year group via gates introduced (Gate A, B and C) and shared with staff and parents to implement with children. Additional social distancing reminder posters to be displayed on external notice boards, fences, school entrances, staffroom and office spaces. Hygiene reminder posters to be displayed in all classrooms, staff room and toilets.</li> <li>• Parents advised to wear masks when dropping off and collecting their child/ren</li> <li>• Timetable for staggered and zoned lunches and breaks to be issued to each “phase bubble” (Rec, Y1, Y2, Y3/4 and Y5/6) and adhered to in order to avoid clashes. Share timetable and zoned areas with staff doc by 05/03/21</li> <li>• Children have access to fixed playground equipment within the allocated outdoor bubble space on a weekly rota with a decontamination period (3 days). Children wash their hands before and after use.</li> <li>• HsoS and Phase Leaders share Physical Education recommendations document with Phase Bubbles and Just Do Sport (PE PPA Cover). Sports equipment is thoroughly cleaned between each use using Milton tablets and water children wash or sanitise their hands after PE lessons.</li> <li>• Timetable Y4 Maths group in the Studio teaching space from 9.25am-10.25am. No members of staff allowed to go into this space during lesson. Y3/4</li> </ul>
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		<p>HTLA to clean tables and ventilate the room thoroughly after lesson.</p> <ul style="list-style-type: none"> <li>• Timetable indoor and outdoor PE sessions ensuring hall/outdoor games spaces are used by one phase bubble only</li> <li>• Where school is aware of external care providers (childminders), a copy of the setting Risk Assessment will be requested and reviewed (delegated to SBM)</li> </ul>
<b>Policies and procedures</b>	<ul style="list-style-type: none"> <li>• Review at least the following policies and procedures and if you have addendums to policies consider whether these need to be amended or removed: <ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Child protection and safeguarding (safeguarding and remote education <a href="#">here</a>)</li> <li>- Attendance</li> <li>- Behaviour</li> <li>- Exclusions</li> <li>- Pastoral/Welfare</li> </ul> </li> <li>• Consider whether enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health</li> <li>• Amend procedures for fire drills</li> <li>• Assess whether any other trust and/or school-based policies and procedures need to be reviewed and amended</li> <li>• Consider whether any delegations in your scheme of delegation need to be amended or stood down</li> </ul>	<ul style="list-style-type: none"> <li>• Review current arrangements and amend as necessary. Share any adjustments with all staff</li> <li>• Existing Policy annexations to remain in place (apart from safeguarding (see below)). This as a contingency against further short notice closures.</li> <li>• Updated amendments to Safeguarding and Child Protection Policy and Covid – 19 addendum Jan 2021. Amendments will be shared with all staff (HoS 07/01/21) and disseminated to Governors for remote ratification.</li> <li>• Direct and refresh staff to established Safeguarding practices e.g. logging concerns on ‘My Concern’</li> <li>• Review and adjust fire evacuation arrangements as necessary to ensure isolation of individual phase bubbles at fire muster point.</li> <li>• Practice fire drill w/c 15/03/21</li> <li>• Model, remind and practice routines with age appropriate explanation. Focus on handwashing, good hygiene, independency of pod when moving around school site, class seating arrangement, eating lunch and play and procedures</li> </ul>
<b>School kitchens, supply chains and contracts</b>	<ul style="list-style-type: none"> <li>• Scrutinise plans to reopen school kitchens and compliance with the <a href="#">guidance for food businesses</a> on COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Request a copy of catering company’s Risk Assessment following Government guidance. HoS to check and feedback any adjustments ( by 06/03/21) (SBM)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Reactivate and amend catering and/or cleaning contracts, including bringing staff out of furlough where necessary if this has not already been done</li> <li>• Reactivate supply chains if this has not already been done</li> <li>• Ensure there is free school meals provision over the holiday period</li> <li>• Check suppliers know and understand the system of controls and hygiene arrangements</li> <li>• Agree approach to any scheduled or ongoing building works in relation to safety</li> </ul>	<ul style="list-style-type: none"> <li>● Organise a Hot lunch option ensuring school nutritional standards are maintained</li> <li>● Cleaning contractors to continue with high level end of day cleaning including touch points w/c 08/03/21 obtain risk assessment from cleaning company and check it meets school health and safety minimum requirements</li> <li>● Cleaning contractors to wear masks when they clean school at the end of each day</li> <li>● SBM to share lunchtime timetable with catering company by 06/03/21</li> <li>● Cleaners are aware of school risk assessment of enhanced cleaning requirements and social distancing expectations delegated to SBM</li> </ul>
<p><b>Communications</b></p>	<ul style="list-style-type: none"> <li>• Plan and agree communications to staff, including but not limited to: <ul style="list-style-type: none"> <li>- Arrangements for keeping staff and pupils safe</li> <li>- Staff deployment and attendance expectations</li> <li>- Curriculum and timetabling</li> <li>- Workload and wellbeing</li> <li>- Training</li> </ul> </li> <li>• Plan and agree communications to parents/carers, including but not limited to: <ul style="list-style-type: none"> <li>- Attendance expectations</li> <li>- Uniform expectations</li> <li>- The curriculum</li> <li>- Transport</li> <li>- Dropping off and picking up</li> <li>- Parents/ carers visiting the school</li> </ul> </li> <li>• Agree the frequency of communications with parents or delegate to school-level</li> </ul>	<ul style="list-style-type: none"> <li>● Staff business meetings (information sharing - briefings etc) to be held at the start of each staff meeting delivered remotely</li> <li>● Staff CPD sessions delivered remotely</li> <li>● PPA time to continue on 11/03/21 teams will meet remotely or socially distanced</li> <li>● Ensure sufficiency and clarity of additional school specific contextualised info to parents in relation to changes in operation of school day, routines, and curriculum offer and school site in response to Government guidance.</li> <li>● Weekly curriculum letters sent to parents</li> <li>● Letter to parents explaining dropping off and picking up times, lunches and no parents on the school site by 03/03/21 see above in 'Pupil and Parents'</li> <li>● School website to reference updated Covid-19 risk assessment</li> <li>● School office to continue to be contacted by email or telephone wherever possible. Class teachers can be</li> </ul>

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		<p>contacted by class parents via email address already established and in use.</p> <ul style="list-style-type: none"> <li>• School newsletter to continue to be issued at least every other week</li> </ul>
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## Decisions and actions to manage the financial and educational impacts and regulatory and accountability environments

<b>Financial impacts</b>	<ul style="list-style-type: none"> <li>• Ensure additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been produced for the board</li> <li>• Assess whether schools in the trust are eligible for financial support (DFE has published <a href="#">guidance</a> on the financial support schools and trusts will receive to reimburse them for exceptional costs incurred during COVID-19. These relate to increased premises-related costs; support for free school meals for eligible children who are not attending school and where those costs are not covered by the FSM national voucher scheme and additional cleaning costs)</li> <li>• Assess impact on reserves and review reserves policy</li> <li>• Assess impact on three-year financial strategy</li> <li>• Explore additional sources of income</li> <li>• Review policy and procedures related to fraud (see <a href="#">Fraud Control in Emergency Management: COVID-19 UK government guide</a>)</li> </ul>
<b>Educational impacts</b>	<ul style="list-style-type: none"> <li>• Keep educational impacts under review – ensure a trust-wide plan is in place to assess educational impacts, specifically gaps in learning, and that the plans address these in the short and medium term (see curriculum section above)</li> </ul>
<b>Regulatory environment</b>	<p>The Trust will:</p> <ul style="list-style-type: none"> <li>• Review the new regulatory requirements in the <a href="#">Academies Financial Handbook</a> which came into force in September 2020 (summarised in <b>annex B</b> below)</li> <li>• Agree a plan for internal scrutiny.</li> <li>• Agree the arrangements for external audit and associated returns.</li> <li>• Keep under review the statutory timescales for returns that have been paused or deferred - ESFA published <a href="#">guidance</a> on reducing burdens which includes a full list of returns that have been cancelled, paused or deferred</li> </ul>

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<b>Accountability environment</b>	<p>The Trust will:</p> <ul style="list-style-type: none"><li>• Review the arrangements for school and trust accountability and the performance management policy in the light of how school and trust external accountability will be handled. Please note that guidance states that teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</li><li>• Performance tables were not published for the 2019 to 2020 academic year. DfE will not judge schools on data based on exams and assessments from 2020. DfE will not publish data based on exam and assessment results from summer 2021 on school and college performance tables. Read <a href="#">coronavirus (COVID-19): school and college accountability</a> to see what this means for accountability in 2019 to 2020 and 2020 to 2021.</li></ul>
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## Annex A: The Public Health System of Controls

The system of nine controls is the set of actions schools MUST take, grouped into ‘prevention’ and ‘response to any infection.’

There is a lot of detailed guidance about the system of controls including how to group children, measures within the classroom, measures elsewhere and measures for arriving at and leaving school. Schools must work through the system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows you to deliver a broad and balanced curriculum. If you follow the guidance set out here, you will effectively reduce risks in the school or groups of schools and create an inherently safer environment.

<b>A. Prevention</b>	<p>You must always:</p> <ol style="list-style-type: none"><li>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</li><li>2) Ensure face coverings are used in recommended circumstances.</li><li>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li><li>4) Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.</li><li>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li><li>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</li><li>7) Keep occupied spaces well ventilated.</li></ol> <p>In specific circumstances:</p> <ol style="list-style-type: none"><li>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</li><li>9) Promote and engage in asymptomatic testing, where available.</li></ol>
<b>B. Response to any infection</b>	<p>You must always:</p> <ol style="list-style-type: none"><li>10) Promote and engage with the NHS Test and Trace process.</li><li>11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</li><li>12) Contain any outbreak by following local health protection team advice</li></ol>

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## Annex B: Main Changes to the Academies Financial Handbook 2020

The main changes to the Academies Financial Handbook 2020, are:

- **Governance:** Further information on governance arrangements including trustees' responsibility to maintain the trust as a going concern [1.14, 2.5 and 2.8], confirmation that members must not be employees or occupy unpaid staff roles [1.4], that members must remain informed about trust business [1.8] and that trusts must appoint a clerk to the board [1.40]. Also clarifying that trusts must keep their register of interests up to date [5.46].
- **Executive team:** Confirmation that both the accounting officer and chief financial officer (CFO) should be employees, and a requirement for ESFA approval if, exceptionally, they are not [1.26 and 1.36]. Also encouraging larger trusts to consider relevant accountancy qualifications for their CFO, and for all CFOs to maintain professional development [1.37 and 1.38].
- **General controls and transparency:** Updated clarifications including maintenance of a fixed asset register [2.7], termly review of pupil number projections [2.12], use of integrated curriculum and financial planning [2.13], avoidance of overdrafts [2.24], publication of information about high pay [2.32] and whistleblowing [2.44], confirmation that the trust's funds must not be used to purchase alcohol [2.35], board and committee responsibilities for risk management [2.38, and 3.6 to 3.8] and completion of the School resource management self-assessment tool [6.8].
- **Internal scrutiny:** Updated text including clarification that internal scrutiny covers both financial and non-financial controls [3.1], removal of the option for internal audit to be performed by the external auditor [3.17 and 3.20] and confirmation that trusts can use additional individuals or organisations to support internal scrutiny where specialist nonfinancial knowledge is required [3.18 and 3.23].
- **Annual accounts:** More on the audit and risk committee's role in relation to external audit [4.17].

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