

Guidance for Full Opening of Schools – published 2nd July 2020

Governance Specific

1.		Actions	Governance
	<p>Public Health advice to minimise COVID19 risks</p>	<p>Risk assessments - As part of planning for full time return in the autumn term (schools cannot operate rota systems), it is a legal requirement that schools should revisit and update their risk assessments prior to schools opening in September (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. For transparency it should be published on website.</p> <p>Schools must comply with Health & Safety Law by assessing risks and putting in place proportionate control measures to protect people from harm</p> <p>Schools are expected to work closely with parents, staff and unions when agreeing the best approach.</p> <p>It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.</p>	<p>Boards should assure themselves Risk Assessments have been revisited, this could be actioned by Head/Chair meeting and cascaded to GB. Boards will need to meet approve the updated behaviour policy. Risk Assessment to be added to website checklist.</p> <p>School employers should have active arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> • effective • working as planned • updated appropriately considering any issues identified and changes in public health advice <p>From the autumn term the Health and Safety governor will need to monitor the controls virtually</p> <p>To minimise the contacts and mixing between people to reduce transmission, board meetings and monitoring visits to remain virtual whilst social distancing remains in place</p>
2.	School	Attendance:	Boards to engage with leaders to

<p>Operations</p>	<p>School attendance will be mandatory from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply other than for those pupils who are complying with clinical or public health advice. These pupils must have access to remote learning.</p> <p>Catch up funding and pupil premium funding can be used for those families needing additional support to secure attendance</p> <p>Governors to receive attendance data reports including on vulnerable groups to monitor and how any specialist funding is being used to secure attendance.</p> <p>Wellbeing and Workload - Governors duty to look at wellbeing and work life balance of all staff and teachers. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. Staff deployment flexibility including use of Teaching Assistants though not at the expense of supporting pupils with SEND. The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p> <p>Recruitment – safer recruitment practices should continue with interviews conducted remotely.</p>	<p>understand how they are putting support and reassurance in place for parents and pupils who are anxious on returning and communicating clear and consistent expectations. Governors will need to scrutinise received attendance data including vulnerable groups with follow up questions to address how non-attendance issues are being addressed - including how catch up funding is being used to secure attendance and what is being provided for those pupils who are not engaging and attending school.</p> <p>Access to TEP webinars on mental health and wellbeing. Regard to the DfE workload toolkit Boards should consider the need for flexibility when approving the staff structure. Virtual monitoring by SEND governor to ensure provision for all SEND pupils Ensure equalities are met in the usual way</p> <p>Ensure policy is updated to allow for virtual recruitment in line with safeguarding policies.</p>
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	<p>Summer DBS checks carried out virtually Autumn DBS checks carried out in person adhering to social distancing rules</p> <p>Staff Leave – must be aware of quarantine requirements if travelling abroad and be available at the beginning of term. Guidance should be cascaded to staff prior to the summer holiday and updated in policy</p> <p>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p> <p>Safeguarding - Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p> <p>School Uniform - It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Complaints – Any outstanding complaints now need to be actioned under the school’s complaints policy. If parties are still needing to shield, then this will need to be given careful consideration and all parties need to agree a way forward.</p> <p>Educational Visits - Schools can undertake day visits with appropriate risk assessments. No planned trips away or overnight stays</p>	<p>Governors to be assured staff have been advised of quarantine requirements and policy is updated accordingly.</p> <p>All Governors to have read the new KCSIE 2020 and signed. Child protection Policy been amended with updates and approved by board.</p> <p>Governors to ask if DfE guidance is being followed regarding reimplementation of school uniform and that support for those with financial pressures is recognised. Any changes to uniform policy should be approved by the board.</p> <p>Any outstanding complaints to be dealt with in accordance with the policy and Governors can attend updated Panel and Complaints training.</p> <p>Boards need to ensure annual approval is not given until DfE guidance changes for overnight</p>
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3.	Curriculum, behaviour and pastoral support	<p>Curriculum planning – Governors to be advised of changes to curriculum delivery. DfE recommends: Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>The disadvantaged; SEND; vulnerable to receive catch up support and national tutoring programme to make substantial progress by the end of the year. Leaders will decide how to spend the funding. The EEF has released guidance on effective interventions to support schools.</p> <p>Curriculum planning is to be informed by assessment of pupils starting points and then regular formative assessment- not increased summative data.</p> <p>Remote education, to be integrated into the curriculum planning, may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. The remote learning needs to follow as closely as possible the in-school provision to ensure any pupils educated at home are given the support they need to master the curriculum and make good progress. Governors should assure themselves this is in place.</p> <p>Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p> <p>No school choirs, ensembles or school assemblies to take place. Normal school curriculum should return by September 2021. Catch-up support – additional funding to be used and reported on to Governors.</p> <p>Specific points for early years foundation stage (EYFS) to key stage 3 For children in nursery settings, teachers should focus on the prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and</p>	<p>Governors must be informed of how and why the curriculum is different if altered to have a clear understanding of their individual school position.)</p> <p>Governors to receive report on how catch up support will be used to allow monitoring and evaluating impact. Boards may wish to consider appointing a pupil premium/ vulnerable designated governor to virtually monitor the progress of these groups against the substantial progress needed. Boards need to be assured a remote learning curriculum is integrated within the planning and pupils receiving it are making good progress. Board to approve the RHE/RSHE policy prior for September</p> <p>Church school boards will need to question leaders how collective worship is taking place</p>

	<p>mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p> <p>For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.</p> <p>Specific points for Key Stages 4 and 5</p> <p>As with earlier key stages, it is likely that pupils in key stage 4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.</p> <p>To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the well-being of students, Ofqual will consult on proposals for next year shortly, and will confirm its decisions as soon as possible to allow time for schools to prepare.</p> <p>The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.</p> <p>In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics.</p> <p>School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil’s progress and wellbeing, using the existing discretion that schools already apply on these matters.</p>	<p>Secondary school governors should ask questions around destination/transition to further/higher education, and/or how the school’s careers guidance/programme has been adjusted to ensure a full careers programme is offered.</p>
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4.	Assessment and Accountability	<p>Inspection – Ofsted inspections will remain suspended for Autumn term. Inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils – likely to recommence January 2021. Governors to have an understanding of what is in place for their school and the impact of such measures. Ofsted will refer to 2019 data.</p> <p>Performance Tables – are suspended for 2019/20 academic year. Governors should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.</p>	<p>Governors need to be aware of measures in place to manage the return to school, the support in place and how catch up funding is being spent against a recovery plan</p>
5.	Contingency Planning for Outbreaks	<p>Remote education provision plan to be improved and in place by September 2020 for use where self isolation is absolutely necessary or further lockdown period necessary. (see section on remote education support).</p>	<p>Governors to be assured that plans are in place should the school go into a local lockdown for remote interaction, assessment and feedback with staff having training to use effectively.</p>

6.	<p>Health and Safety Annex</p>	<p>Given the employer landscape in schools is varied, we have set out here what the existing DfE <u>Health and safety: responsibilities and duties for schools</u> guidance states about the roles and responsibilities for health and safety in schools: the employer is accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance <u>The role of school leaders - who does what</u> and a simple guide to who the employer is in each type of school setting in its <u>FAQs section</u>, under 'Who is accountable for health and safety within a school?'. Consultation on risk assessment changes with staff will be in place before the summer break</p>	<p>Governors should</p> <ul style="list-style-type: none"> • Take reasonable steps to make sure that the school is following the employer's policy and procedures e.g. through regular discussion at governance meetings. • Ensure staff receive adequate training to enable them to carry out their responsibilities. • Promote a sensible approach to health and safety, making use of competent health and safety advice when required. • Work in close partnership with the head teacher and senior management team to support sensible health and safety management and to challenge as appropriate. <p>Key message The governing board have a key part to play in tackling risk aversion, helping to provide a wider sense of perspective and helping the school to get the balance right on managing risk</p>
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