



# Emmanuel Schools Foundation

KEY: Black = Executive

Pink = School

Blue = Trust

## ADDENDUM TO SCHEME OF DELEGATION – REOPENING FOLLOWING CLOSURE

Responsibility for decisions and actions appropriate to opening up schools following closure or restricted activity

Area	Responsibility								
		Trust Board	CEO	CFO	Head of HR	Executive Principal	TF20	Governing Body (LGB)	School Principal
Health and Safety	Decision on whether to open up a school more widely taking into account risk assessments (Trust Committee). Review health and safety risk assessments ensuring these are based on the Public Health System of Nine Controls in the <a href="#">DfE guidance</a>	✓	✓	<A	<A	<A	<A	<A	<A
	Ensure consultation has taken place with all staff and their representatives in line with HSE requirements								✓
	To ensure statutory site checks are carried, if required (DfE guidance <a href="#">here</a> )								✓
	Assess net capacity assessments/ audits for all sites to determine a safe level of occupation							✓	<A
	Commission appropriate cleaning of all sites								✓
	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>							A>	✓

	Ensure classrooms and corridors are marked out and signage and safety barriers are put in place (DfE guidance on social distancing <a href="#">here</a> )						✓	<A
	Assess what PPE is required and purchase thereof (guidance on PPE is included in this <a href="#">guidance</a> ) in consultation with Judicium		A>				A>	✓
	Agree and commission enhanced cleaning arrangements for each site – likely to include but not limited to toilets to be cleaned after each break and lunchtime, door handles, common equipment and vertical surfaces commonly touched cleaned more frequently, hand sanitiser at school entrance, lidded bins in every classroom double bagged and emptied frequently (guidance on cleaning in non- healthcare settings <a href="#">here</a> and <a href="#">here</a> )							✓
	Ensure a plan is in place for toilet use (one pupil at a time) and other common spaces e.g. lunch arrangements and outside space/break times						✓	<A
	Agree a policy should a child fall ill on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (DfE guidance on prevention and control <a href="#">here</a> , NHS guidance on what to do if you or someone you live with has coronavirus <a href="#">here</a> , guidance for households with possible coronavirus infection <a href="#">here</a> and guidance on testing <a href="#">here</a> )		A>	A>			A>	✓
	Agree a policy should an adult fall ill on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (DfE guidance on prevention and control <a href="#">here</a> , NHS guidance on what to do if you or someone you live with has coronavirus <a href="#">here</a> , guidance for households with possible coronavirus infection <a href="#">here</a> and guidance on testing <a href="#">here</a> )		A>	✓				<A
	Agree procedures should a child fall ill on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (DfE guidance on prevention and control <a href="#">here</a> , NHS guidance on what to do if you or someone you live with has coronavirus <a href="#">here</a> , guidance for households with possible coronavirus infection <a href="#">here</a> and		A>	A>			A>	✓



	<a href="#">Matters</a> and <a href="#">advice for groups with specific mental health needs</a> )								
Workforce and HR	Audit staff to determine workforce that can physically return to school i.e. those not shielding, self-isolating, pregnant, clinically vulnerable, showing symptoms or living with any of the above (government guidance on <a href="#">self-isolation</a> , <a href="#">household isolation</a> , <a href="#">social distancing</a> and <a href="#">shielding and protecting people defined on medical grounds as extremely vulnerable</a> )								✓
	Review your trust's workforce audit. The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce.				A>				✓
	Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment, and scrutinise how staff will be deployed				A>				✓
	Decide on approach to staff with childcare commitments who are otherwise fit to return to school and negotiate with both employers				A>				✓
	Consult with staff and representatives				A>				✓
	Assess staffing requirements to open each school safely, in addition to teaching and support staff, at least one head/ deputy, at least one person with appropriate H&S training, at least one person with up to date DSL training, cleaning staff and at least one office staff member. Any changes to the variation of H&S policies needs to be ratified by the LGB		A>	A>	A>			A>	✓
	Agree deployment and responsibilities of staff not physically returning to school				A>				✓
	Ensure a policy is in place for keeping staff who are returning to school safe e.g. rota, limiting contact with groups, provision of safety equipment like hand sanitisers, limiting moving around the school	✓			<A>			<A>	<A>
	Determine staff returning to school sites and schedule training								✓

	Determine arrangements for staff wellbeing – both those staff returning to school sites and those working from home		A>		A>				✓
	Determine flexible working arrangements needed to support changes to usual work patterns, and agreed staff workload expectations (including leaders), change policies	✓	<A>		<A>				✓
	Ensure there is a procedure for staff absence reporting				✓				<A>
Curriculum and timetabling	Agree the curriculum plan for pupils returning to school and those continuing to learn at home	A>	A>					A>	✓
	Scrutinise the plans for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects. Ensure the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects							A>	✓
	Plan how key workers' children and vulnerable children provision will run alongside returning year groups (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. DfE has also published case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a> )							A>	✓
	Ensure there is a staffing plan and timetable for each school, including any special arrangements e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements							A>	✓
	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> )							A>	✓

	Scrutinise plans for how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown (online learning resources <a href="#">here</a> )							A>	✓
	Review the before and after-school provision and plan whether/ how to restart these in the autumn term. And ensure where parents are using external providers, that the school has a plan in place to and consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.							A>	✓
	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.							A>	✓
Policies and procedures	Approve changes or addendum to the following policies and procedures and <b>collaborate with SLT in all schools:</b> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Child protection and safeguarding – check that you have COVID-19 addendum to your child protection policy (general guidance <a href="#">here</a>, guidance for children’s social care services <a href="#">here</a>, safeguarding and remote education <a href="#">here</a>)</li> </ul>		A>				<A>	✓	A
	Approve changes or addendum to the following policies and procedures <ul style="list-style-type: none"> <li>• Attendance (guidance on attendance during COVID-19 <a href="#">here</a>)</li> <li>• Behaviour</li> <li>• Exclusions</li> <li>• Pastoral/Welfare</li> </ul>						A>	✓	
	Enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health							A>	✓

	Approve amended fire drill procedures Assess whether any other school-based policies and procedures need to be reviewed and amended							✓	<A
	Any delegations in the scheme of delegation need to be amended for a specified period or on-going	✓	<A					<A	
School kitchens Supply Chains and contracts	Reactivate and amend catering and/or cleaning contracts, including bringing staff out of furlough where necessary			A>	A>				✓
	Scrutinise plans to reopen school kitchens and compliance with the <a href="#">guidance for food businesses</a> on COVID-19								✓
	Reactivate supply chains			A>					✓
	Agree free school meals provision and work with your catering supplier to determine how and when food will be arranged and served (DfE guidance on FSM <a href="#">here</a> )								✓
	Check suppliers know and understand appropriate social distancing and hygiene arrangements			A>					✓
	Agree approach to any scheduled or ongoing building works in relation to safety	✓		A>					<A
	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>• Dress code expectations</li> <li>• Curriculum and timetabling</li> <li>• Workload and wellbeing</li> <li>• Training</li> </ul>		A>		A>			A>	✓
Agree systems in place for regular briefings for all staff (those returning to school and those continuing to work from home)				A>					✓

Communi- cations	Plan and agree communications to parents/carers, including but not limited to: <ul style="list-style-type: none"> <li>• Keeping your child safe</li> <li>• Attendance expectations</li> <li>• Uniform expectations</li> <li>• The curriculum</li> <li>• Transport/dropping off and picking up</li> <li>• Parents visiting only when strictly necessary, by appointment</li> </ul>		A>				A>		A>	✓
	Agree the frequency of communications with parents									✓
<b>Decisions and actions to manage the financial and educational impacts and regulatory and accountability environments</b>										
Financial impacts	Approve an end-of-year forecast which factors in additional cost pressures due to COVID-19, CEO to inform Board		✓	<A						
	Ensure the schools are drawing upon financial support they are eligible for (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, CEO to inform Board		✓	<A						
	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		✓	<A						
	Assess impact on reserves and review reserves policy	✓		<A>				<A>		
	Assess impact on three-year financial strategy Explore additional sources of income	✓		<A>				<A>		

	Review policy and procedures related to fraud (see <a href="#">Fraud Control in Emergency Management: COVID-19 UK government guide</a> )	✓		<A>					
Educational impacts	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	✓	<A			<A		<A	<A
Regulatory environment	Consider the implications of Eileen Milner’s <a href="#">letter</a> to Accounting Officers which advises on the requirements for financial returns, and the AFH requirements, during the COVID-19 crisis	✓		<A					
	Agree a plan for internal scrutiny – ESFA has confirmed that it is at boards’ discretion whether remote checks are feasible and helpful in managing risk during COVID-19 – Seek reassurances on risk assessments	✓	<A	<A					
	Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain	✓		<A					
	Review the new regulatory requirements in the <a href="#">Academies Financial Handbook</a> which comes into place in September 2020			✓					
	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				✓				
Accountability environment	Scrutinise the executive’s arrangements for teacher assessments and the submission of grades for public examinations (FAQs on the decision around public examinations <a href="#">here</a> . Ofqual has also published <a href="#">information</a> about how GCSEs, AS and A levels will be awarded this summer, an <a href="#">update</a> on summer 2020 GCSEs, AS and A level grades for students in year 10 and below and for private candidates and <a href="#">guidance</a> for teachers, students, parents and carers	✓	<A>			<A>		<A	<A

	<p>Review the arrangements for school and trust accountability and the performance management policy in the light of DfE <a href="#">guidance</a> on how school and trust external accountability will be handled this year. (Schools and trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and trusts to account)</p>	✓	<A		<A			<A	<A
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## 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.*

<p><b>A. Prevention</b></p>	<p>minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>clean hands thoroughly more often than usual</p> <p>ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>minimise contact between individuals and maintain social distancing wherever possible</p> <p>where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances (see further detail in the guidance)</p> <p>Number 6 applies in specific circumstances</p>
<p><b>B. Response to any infection</b></p>	<p>engage with the NHS Test and Trace process</p> <p>manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>