



**THE DOVER FEDERATION FOR THE ARTS  
MULTI ACADEMY TRUST**

***Post Lockdown  
(Covid 19)***

***Statement, Policy and Procedure***

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### Leadership Resources

A folder for Principals and Headteachers with guidance and templates approved by Trustees is provided, reviewed and updated regularly. The resources ensure leaders have the tools to carry out all necessary safeguarding processes for the health, safety and wellbeing of staff and students. A list of templates and resources can be found on page 12

## Trustee Statement

All schools in the Trust will inevitably take different approaches in this challenging period but there are common principles the whole Trust works to:

- The obligation to promote and maximise the safety of pupils, parents and staff;
- A commitment to the welfare and wellbeing of pupils and staff;
- Approaching the planning task in a measured and deliberate way; and
- Making the best possible decisions on the basis of the evidence we have and within the constraints and parameters we face in each school.

### Responsibilities

1. The final decision on whether to invite pupils back will rest with schools and the Trust. Schools should only invite those pupils back when and if their assessment of the risk shows that it is safe for both children and staff to do so. All options will be assessed before making decisions to re-open schools.
2. Re-opening a school is an operational decision which is taken by the CEO with the support of the Executive Leadership. Any decision made by the CEO will take into account the current DfE guidance, applying it to a school's individual context. The CEO will consult with Trustees; as employers, they have a duty of care to staff and to pupils.
3. The Principal/Headteacher will undertake a full risk assessment before making a decision for the CEO to present to the Trustees. Trustees, while trusting their professional leaders to carry out that assessment, should test its robustness. The assessment will be kept under review.
4. In developing the options, Trustees expect leadership to have consulted staff and parents; the latter is particularly important to understanding what the response might be to an invitation for their child to return to school. Parents will not be fined for non-attendance at this time, and schools will not be held to account for attendance levels.
5. The CEO will discuss options with the Chairman and Vice-Chairman, using them as sounding boards for this very difficult decision. Principals and Headteachers should keep their Academy Board Chairmen informed of the process to return children to school.
6. The Chairman and Vice Chairman may be asked to support the communications to the whole Trust and school community. The Chairman may be asked to co-sign letters from the CEO to illustrate the importance of the Board of Trustees being behind the CEO's decisions as they will need to be able to advocate for the position taken. There is a role for Trustees in constructing, with leadership, confident communications which fit with the Trust and school's values and ethos, putting the welfare of pupils at the heart of decision making.
7. When making difficult decisions it is imperative that the senior leadership, Trustees and chairs of Academy Boards maintain regular contact.

**Trustees owe a duty of care to staff, and in particular to their CEO and Leadership.**

## Opening schools more widely: a decision-making framework for Trust Boards



The Confederation of School Trusts (CST) is the national organisation and sector body for academy and multi-academy trusts. We believe that strong and resilient governance and decision-making are essential to help schools and trusts deal with the current challenging circumstances. We have therefore created this framework to support your decision-making.

The framework outlines a series of strategic actions for trust boards to take before decisions can be made about opening a school or schools 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 your trust or your group of schools. It is intended to be a strategic framework to guide decision-making and we have therefore attempted to be concise.

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.**

Some of the actions identified in this framework may be delegated to school-level and/or your scheme of delegation may need to be amended for a specified period to give delegations or withdraw delegations, depending on your risk assessment and risk tolerances.

**The DfE will publish guidance which sets out a series of steps that primary headteachers can take to support a decision to open schools more widely. These checks need to be agreed with the responsible body, in this case the trust board, before a school in your trust can be opened more widely.**

This framework will be kept up to date as the DfE publishes additional guidance.

## School Leadership Decisions and Actions to take before opening the schools in your trust more widely. Ongoing assessment of strategies and their effectiveness is key

Based on SAGE modelling, the hierarchy of controls to help prevent the spread of COVID-19 are set out below and will be key to the decision-making process:

1.	<i>Controlling the transmission of the disease:</i> minimising contact with children and adults who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school.
2.	<i>Management and control through personal hygiene:</i> cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3.	<i>Ensuring good respiratory hygiene:</i> promoting the ‘catch it, bin it, kill it’ approach
4.	<i>Enhanced cleaning regimes:</i> cleaning frequently touched surfaces often using standard products, such as detergents and bleach.
5.	<i>Minimising contact and mixing:</i> altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).

These are set out in the [guidance](#) on implementing protective measures in education and childcare settings.

	✓	
Health and safety		1. Carry out statutory <b>site checks</b> , if required ( <b>DfE guidance <a href="#">here</a></b> )
		2. Assess <b>net capacity assessments/ audits</b> for all sites to determine a safe level of occupation - Keep pupils at their desks, away from each other, for as much of the school day as you can, ideally 2 metres (3 steps) apart – keep class sizes small so you can achieve this more easily. Early Years Foundation Stage pupils may not be at desks and so the use of outdoor learning will be maximised. <b>Pupils to stay in the same groups and classroom all day and led by the same member(s) of staff.</b>
		3. Commission <b>deep cleaning</b> of all sites prior to re-opening schools to staff and pupils
		4. Ensure classrooms and corridors are marked out and signage and safety barriers are put in place ( <b>DfE guidance on social distancing <a href="#">here</a></b> )
		5. Assess what PPE is required and purchase thereof ( <b>guidance on PPE is included in this <a href="#">guidance</a></b> )
		6. 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> ). <b>Clarify expectations, in writing, with contractor.</b>
		7. On a site by site basis, <b>ensure a plan is in place for toilet use</b> (one pupil at a time) and other common spaces e.g. lunch arrangements and outside space/break times
		8. <b>Agree a policy and procedures should a child or adult fall ill on site</b> , 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> ) Consider pupil medication needs and review policies.

<b>Pupils and parents</b>	9.	Ensure there is a critical path decision making process in case of the need for further closures, or scaling back operations, to address local infections
	10.	Agree a policy related to shared items (e.g. books, toys, practical equipment) and approach to cleaning these
	11.	Assess transport-related health and safety risks and how these can be mitigated
	12.	Assess parental confidence and reach evidence-informed assumptions of potential number of pupils returning to each school – assume the maximum number of eligible pupils to ensure your schools can cope even if you believe there will be fewer pupils
	13.	Assess number of pupils with EHC plans ( <a href="#">refer to resource pack for KCC Risk Assessment</a> ) returning and ensure arrangements are in place to keep them and the adults with whom they will be working, safe (DfE guidance on children with SEND <a href="#">here</a> and guidance on risk assessments <a href="#">here</a> ) with particular reference to one to one support
	14.	Assess the number of vulnerable pupils and ensure appropriate support is in place for them (DfE guidance on supporting vulnerable pupils <a href="#">here</a> )
	15.	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</a> , <a href="#">Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a> )
<b>Workforce and HR</b>	16.	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 self-isolation, <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> ) ( <a href="#">refer to template forms in resource pack</a> )
	17.	Decide on approach to staff with childcare commitments who are otherwise fit to return to school
	18.	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 first aid training, at least one person with up to date DSL training, cleaning staff and at least one office staff member

		- If a particular school is unsafe to open, then put in place alternative arrangements e.g. redeploy staff, retain or create a hub with a geographically proximate school if it is safe to do so (DfE guidance on cluster and hub provision <a href="#">here</a> )
	19.	<b>Agree deployment and responsibilities</b> of staff <b>not</b> physically returning to school ( <a href="#">refer to template forms in resource pack</a> )
	20.	<b>Agree the in-principle policy for keeping staff who are returning to school safe</b> e.g. rota, limiting contact with groups, provision of safety equipment like hand sanitisers, limiting moving around the school  <b>Agree staff workload expectations</b> (including for leaders)
	21.	Determine whether those <b>staff returning to school sites require training</b> and schedule training days
	22.	Consider what <b>arrangements might be put in place for staff wellbeing</b> – both those staff returning to school sites and those working from home
	23.	Consider any <b>amendment to the procedure for staff absence reporting</b>
Curriculum and timetabling	24.	<b>Agree the curriculum plan for pupils returning to school and those continuing to learn at home</b>  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>
	25.	<b>Ensure that there is a staffing plan and timetable for each school</b> , 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 - <b>ensure these plans are accessible/shared with staff and Trust leaders, especially when adjustments are made</b>

Policies and procedures	26.	<p><b>Review</b> at least the following policies and procedures: -</p> <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> <li>- Attendance (guidance on attendance during COVID-19 <a href="#">here</a>)</li> <li>- Behaviour</li> <li>- Exclusions</li> <li>- Pastoral/Welfare</li> </ul>
	27.	<p><b>Consider whether enhanced safeguarding and welfare provision</b> needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health</p>
	28.	<p><b>Amend procedures for fire drills</b> - ensure Fire Marshal appointments and training carried out. All procedures made clear and accessible to all</p>
	29.	<p><b>Assess</b> whether any <b>other trust</b> and/or <b>school-based policies</b> and procedures need to be reviewed and amended</p>
	30.	<p><b>Consider whether any delegations in your scheme of delegation need to be amended for a specified period or ongoing</b></p>
Supply chains and contracts	31.	<p><b>Reactivate and amend catering and/or cleaning contracts</b>, including bringing staff out of furlough where necessary</p>
	32.	<p><b>Reactivate supply chains</b></p>
	33.	<p><b>Agree free school meals provision</b> 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>) Consider arrangements for those year groups out of school and eligible for free school meals. Agree whether breakfast clubs and after school clubs can operate.</p>

	34.	<b>Check suppliers know and understand appropriate social distancing and hygiene arrangements</b>
	35.	<b>Agree approach to any scheduled or ongoing building works in relation to safety</b>
<b>Communications</b>	36.	<p><b>Plan and agree consistent communications to staff</b>, including but not limited to:</p> <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>
	37.	<b>Agree systems in place for regular briefings for all staff</b> (those returning to school and those continuing to work from home)
	38.	<p><b>Plan and agree consistent communications to parents/carers</b>, including but not limited to:</p> <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> </ul> <p>Parents visiting only when strictly necessary, by appointment in extreme situations only. Otherwise, parents not to be in the building and communication by email, telephone or virtual meetings</p>
	39.	<b>Agree the frequency of communications</b> with parents or delegate to school-level
<b>Financial impacts</b>	40.	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
	41.	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
	42.	Assess impact on reserves and review reserves policy
	43.	Assess impact on three-year financial strategy

		44. Explore additional sources of income
		45. Review policy and procedures related to fraud (see <a href="#">Fraud Control in Emergency Management: COVID-19 UK government guide</a> )
<b>Educational impacts</b>		46. 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
<b>Regulatory environment</b>		47. 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
		48. 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
		49. Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain
		50. 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
<b>Accountability environment</b>		51. 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
		52. 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)
<b>Test, track and trace</b>		53. Consider protocols in the event of a member of staff or a pupil testing positive.

<b>Leadership and School Resources</b>	
A folder with the following guidance and templates has been provided for Principals and Headteachers	
<b>Appendices</b>	
A. Coronavirus Health and Safety Checklist	
B. C19 Risk Assessment	
C. Premises Risk Assessment/Checklist	
D. Risk Register – Guidance and Template	
E. C19 EHCP Risk Assessment (KCC.v)	
<b>Guidance</b>	
<b>Form 1A</b> - Carrying out Staff Risk Assessments for Attendance (C19) <b>Principals/Headteachers - please read prior to completing 'Pt 2 of Form 1B – Staff Declaration'</b>  <b>FAQs</b> - Additional guidance for Leadership and Staff  <b>FAQs</b> - Additional guidance for Parents	
<b>Template Forms</b>	
<b>Form 1B</b> – Staff Declaration Form ( <b>vulnerable/at risk/self-isolating/shielding</b> ) <ul style="list-style-type: none"> <li>- Part 1 - Staff Declaration Section</li> <li>- Part 2 – Principal/Headteacher – Outcome</li> </ul>	
<b>Form 1C</b> - Return to Work Risk Assessment (Covid19)	
<b>Template Letters</b>	
Model Letter A – Self Isolating -living with an 'At Risk' Model Letter B – Self Isolating Model Letter C – Confirmed case of C19 Model Letter D – 'At Risk' staff Model Letter E – Looking After Elderly Relatives Model Letter F – Staff childcare difficulties Model Letter G – Notice to Self Employed Contractors (please request from Company Secretary) Model Letter H – Extending Furlough Model Letter I - Release from Furlough	