



Orchards Junior School



FRAMEWORK FOR RE-ADMITTING ALL PUPILS TO SCHOOL IN SEPTEMBER 2020

Health and safety	<ul style="list-style-type: none">• Review health and safety risk assessments based on the Public Health System of Nine Controls:<ol style="list-style-type: none">1) 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 school2) clean hands thoroughly more often than usual3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach5) minimise contact between individuals and maintain social distancing wherever possible6) where necessary, wear appropriate personal protective equipment (PPE)7) engage with the NHS Test and Trace process8) manage confirmed cases of coronavirus (COVID-19) amongst the school community9) contain any outbreak by following local health protection team advice• Consult with all staff and their representatives• Ensure statutory site checks are carried out.• Continue with cleaning arrangements• Agreed 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• Ensure there is a critical path decision making process/ contingency plan in case of the need for further closures, or scaling back operations, to address local infections Assess transport-related health and safety risks and how these can be mitigated
Pupils and parents	<ul style="list-style-type: none">• Assess parental confidence and ensure processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year• Ensure appropriate support and arrangements are in place for pupils with EHC plans



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	<ul style="list-style-type: none">• Ensure that pupils most at risk of disengagement/most in need of additional support are identified and support is in place• Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required
Workforce and HR	<ul style="list-style-type: none">• Review the workforce audit.• Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes.• Determine whether staff training is required prior to the full return of pupils in September• Arrangements in place for staff wellbeing• Ensure designated safeguarding leads (and deputies) are provided with more time, especially in the first few weeks of term, 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
Curriculum and timetabling	<ul style="list-style-type: none">• 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• 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• Devise the plan for spending the school's allocation of tuition funding and ensure curriculum alignment and relevant training is in place• Continue with the approach to physical activity within the school day, ensuring pupils remain in consistent groups, 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.• Review the before and after-school provision and plan whether to restart these in the autumn term.



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Policies and procedures	<ul style="list-style-type: none">• Review<ul style="list-style-type: none">- Health and safety- Child protection and safeguarding- Attendance- Behaviour- Exclusions- Pastoral/Welfare• Amend procedures for fire drills
School kitchens, supply chains and contracts	<ul style="list-style-type: none">• Ensure there is free school meals provision over the summer• Check suppliers know and understand the system of controls and hygiene arrangements
Communications	<ul style="list-style-type: none">- Plan and agree communications to staff,- Arrangements for keeping staff and pupils safe- Staff deployment and attendance expectations- Curriculum and timetabling- Workload and wellbeing- Training- Plan and agree communications to parents/carers- Attendance expectations- Uniform expectations- The curriculum- Dropping off and picking up- Parents/ carers visiting the school



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Financial impacts	<ul style="list-style-type: none">• Ensure additional cost pressures due to COVID-19 have been identified• Assess whether the school• Assess impact on reserves and review reserves policy• Assess impact on three-year financial strategy
Educational impacts	<ul style="list-style-type: none">• Keep educational impacts under review –specifically gaps in learning, and that the plans address these in the short and medium term
Regulatory environment	<ul style="list-style-type: none">• Review the new regulatory requirements in the Academies Financial Handbook which comes into place in September 2020 (summarised in annex below)• Agree a plan for internal scrutiny• Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain• Keep under review the statutory timescales for returns that have been paused or deferred - ESFA published guidance on reducing burdens which includes a full list of returns that have been cancelled, paused or deferred
Accountability environment	<ul style="list-style-type: none">• Review the arrangements for school and the performance management policy in the light of DfE guidance 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).



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Annex: 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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