



Expanding pupil numbers in Warrington schools

Operational Guidance



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1. School checklist

The Department for Education has developed an action plan to support schools for reopening. The action plan has been split into 6 sections. Where relevant links to support guidance are referenced next to key actions.

A. Children and parents

Key Action	Date actioned
Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.	
In special schools and specialist post-16 only, agree which additional pupils will return irrespective of year groups to achieve a phased return.	
Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).	
Plan to resume taking attendance registers and continuing to complete the DfE questionnaire and the LA daily survey to provide daily updates on how many children and staff are in school.	
Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend). https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles see annex A	
Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.	
Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.	
Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. The new guidance from the 14 th May provides more	




detail <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

B. Staff (teachers and all staff)

Key Action	Date actioned
Decide content and timing of staff communication(s) including bringing staff in in advance of pupils returning.	
Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).	
Consider options if necessary staffing levels cannot be maintained (including school leaders and key staff like designated safeguarding leads and first aiders).	
Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education). Implementing-protective-measures-in-education-and-childcare-settings	
Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).	
Agree staff workload expectations (including for leaders).	
Agree PPA time for all staff	
Put in place measures to check on staff wellbeing (including for leaders), particular for those staff who are concerned about returning to work with the increased numbers of children.	


C. Protective measures and hygiene

Key Action	Date actioned
Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments:  Proposed Risk Assessment Template	
Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will	



Key Action	Date actioned
be implemented and displayed around school.	
Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. Link	
Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).	
Plan the school level response should someone fall ill on site (in line with the government guidance). Link	
Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return	

D. Learning

Key Action	Date actioned
Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. Record this as an addendum to your Curriculum Plan.	
See learning in lockdown guidance:  Learning in Lockdown EXAMPLE	
Agree amendments to your PSHE programme so that children's Mental Health and Well-being are prioritised.	
Agree a revised physical exercise programme that avoids contact, touching or sharing of equipment.	
Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided in line with education, health and care (EHC) plans and ensure any adjustments that are being made are recorded.	
Agree ongoing learning offer for eligible pupils who can't attend school, as well as the offer for those that continue to be out of school.	
Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.	
EYFS: Agree how you will reasonably endeavour to meet the existing	



Key Action	Date actioned
(modified) EYFS learning and development requirements .	
Year 1: Agree how you will assess where children stand in relation to your school's reading curriculum. Where some have fallen significantly behind, agree how you will support them intensively to catch up including how you will ask parents/carers to support this.	
Year 6: Agree how your revised end of year curriculum will be used to ensure children are prepared for the move to secondary school, both emotionally and academically. Consider whether extra teaching of English and maths may be needed.	
Transition: Ensure all useful information is transferred to destination secondary schools as soon as possible.	

E. Other considerations

Key Action	Date actioned
Work with other school based-provision as necessary (i.e. the Nursery, Designated Provision, et al.) to ensure policies are aligned where they need to be.	
Agree approach to any scheduled or ongoing building works.	
Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.	
Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability in developing your approach.	

F. Pupil wellbeing

Key Action	Date actioned
Plan likely mental health, emotional wellbeing, pastoral or wider support for children returning to school (for example, bereavement support).	
Work with your local authority and partners to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. For example, services could include: <ul style="list-style-type: none"> ● Educational Psychologists ● Education Safeguarding Team 	



Key Action	Date actioned
<ul style="list-style-type: none">• Early Help• CAMHS	

2. Essential Contacts

A. Education Services

Education Services telephone: 01925 442211 (9am to 5pm Monday to Friday)

Education Services email: education@warrington.gov.uk(access to education service managers)

B. Safeguarding

Multi Agency Safeguarding Hub Telephone: 01925 444140

Children's Social Workers:



2 Contacts.pdf

Education Safeguarding Advice Line -educationsafeguarding@warrington.gov.uk- 01925 442928

C. EHC Team

Email and telephone numbers:



EHCP Team
Contacts.pdf

D. School Meals

Email: SchoolMealsManagement@warrington.gov.uk **Telephone:** 01925 443082

E. Early Help Support Team

Telephone: 01925 443136

3. Health and Safety



A. Premise management

School leaders should identify a member of staff to review the school's risk assessments and implementing any measures to ensure that safety is maintained for the expansion of pupil numbers. Schools should review their arrangements for all building-related systems, including:

- Hot and cold water systems
- Ventilation
- Fire safety
- Gas safety
- Cleaning
- Mechanical and electrical systems
- Catering equipment
- Security including access control and intruder alarm systems

Staff should be familiar with the [actions for schools during the coronavirus outbreak](#) and work with their responsible bodies to ensure that statutory health and safety arrangements are in place.

More detailed information on maintenance arrangements can be found in [good estate management for schools](#), in the section on [maintenance checks and testing](#).

B. Social distancing in schools

To prevent the spread of COVID-19, schools should minimise contact through smaller classes or group sizes and altering the environment as much as possible, such as changing the layout of classrooms:



COVID
Classroom.pdf

Schools should stop pupils mixing between groups through timetable changes, such as staggered break times or by introducing staggered drop-off and collection times.

All schools should follow the government guidance around implementing protective measures in schools and settings:



<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control>

C. Use of face coverings in schools

Public health have advised that the evidence around the use of face covering is weak at best and therefore in line with national guidance they are not recommended or required in schools.

“Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings.”

D. Managing visitors

Schools should as much as possible discourage visitors from attending the school and setting where it not absolutely necessary.

To reduce the spread of infection schools could

- Encourage potential visitors to contact the schools remotely rather than visiting the school
- Limit the number of visitors at any one time
- Provide a specific time window for essential visits to school
- Maintain a record of all visitors, including contact details, in case of a potential infection.

E. Risk Assessment template

To prevent the spread of coronavirus, schools and other settings should use a range of protective measures to create safer environments in which the risk of spreading the virus is substantially reduced. All schools and settings are required to undertake a risk assessment before opening the school or setting to more children and young people - the assessment should directly address risks associated with coronavirus so that sensible measures can be put in place to minimise those risks for children, young people and staff.

Warrington Borough Council has developed the following template for schools and settings to use:



Proposed Risk
Assessment Templat

F. Premises Management

No schools have fully closed in Warrington therefore all school buildings should have continued to comply to [premise management requirements](#), or in cases of partial school closures schools should adhere to the following government guidance [here](#), as well as guidance on [science labs](#).

The NASUWT has provided helpful premises and health and safety guidance which can be found [here](#) and includes a checklist for partial or full [reopening of school premises](#).

G. Cleaning

It has been recommended by the Department of Education that cleaning of your setting is more regular than normal. Should you require to make any changes to your cleaning schedule in your school (maybe due to not being on site or change in room use), please contact Julie Edinborough jedinborough@warrington.gov.uk or contact your Area Supervisor:

Lucy Appleton - 07740 075824

Debbie Massey – 07824 087329

Elaine McCarron – 07740 075823

Beverly Wilcock – 07890 561028

If someone becomes symptomatic in your setting, you must follow the advice and guidance from the government:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control>

If schools have a confirmed case of COVID 19 or a person showing symptoms of COVID 19, schools are required to cordon off the area where that person has been for at least 72 hours. After 72 hours a deep clean is required.

If you are unable to cordon off the area, then the school will need to close. Children and staff will need to move to a safe site until the deep clean is completed, and only then can they return.



Requests for deep clean should be sent through to jedinborough@warrington.gov.uk and David.Smith@warrington.gov.uk

H. Hygiene

We advise that children and staff clean 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 sanitizer ensuring that all parts of the hands are covered.

If insufficient wash facilities are available, have hand sanitizer available for children to use when they come inside or before re-entering their classroom.

Schools should ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. To promote this, posters [e-Bug](#) has produced a series of helpful coronavirus posters:

- [Horrid hands](#)
- [Super sneezes](#)
- [Hand hygiene](#)
- [Respiratory hygiene](#)
- [Microbe mania](#)
- [Symptoms of coronavirus](#)

I. Symptomatic Child

It is advisable that schools have an identified room for pupils who develop Covid-19 symptoms.

If anyone becomes unwell with a new, continuous cough or a high temperature, they should be sent home and advised to follow the staying at home guidance.

Move the child away from others, to a separate room if appropriate, whilst awaiting collection, ensuring appropriate supervision as required. Open the window if possible.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

If they need clinical advice, they (or their teacher, parent or guardian) should go online to NHS 111 (or call 111 if they don't have internet access). In an emergency, call 999 if they are seriously ill or injured or their life is at risk.

Do not visit the GP, pharmacy, walk-in centre or a hospital.

It is not necessary to close the setting, unless government policy changes or direction from Public Health England.

Follow the cleaning regime as described in 'Cleaning' section

J. Personal Protective Equipment

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.

PPE is only needed in a very small number of cases including:

- Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.
- If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach Warrington Borough Council.

Read the guidance for more information:

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

K. First Aid

If first aid cover for your school is reduced because of coronavirus or you can't get the first aid training you need, there are some things you can do so that you still comply with the law.

You should review your first aid needs assessment and decide if you can still provide the cover needed for the workers that are present and the activities that they are doing.

If there are fewer people coming into your workplace it may still be safe to operate with reduced first aid cover. You could also stop higher risk activities.

If you hold a first aid certificate that expires on or after 16 March 2020 and cannot access requalification training because of coronavirus you may qualify for a 3-month extension. This applies to:

- First Aid at Work (FAW)
- Emergency First Aid at Work (EFAW)

To qualify for the extension, you must be able to explain why you haven't been able to requalify and demonstrate what steps you have taken to access the training, if asked to do so.

L. Early Years First Aid

The existing requirement remains in place where children aged 0 to 24 months are on site. The DfE have set out the requirements for EYFS, including that 'at least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.' The existing requirements also remain unchanged for childminders, as they are already required to have full PFA certification.

The requirement is modified where children aged 2 to 5 are on site (with no children aged below 24 months) to a best endeavours duty to have someone with a full PFA certificate on site. If all steps set out in the guidance have been exhausted and settings cannot meet the PFA requirement, they must carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certificate is on site at all times. New entrants (level 2 and 3) will not need to have completed a full PFA course within their first 3 months in order to be counted in staff to child ratios.

We fully appreciate that it will be difficult to have paediatric first aiders on duty all of the time in these circumstances. Where this isn't possible the guidance published requires hubs to have someone on duty with either 3-day FAW qualification or 1-day Emergency PFA certificate along with a risk assessment.

To support risk assessments for the hubs we are offering to do online training for people who have either of the qualifications above and they are in date. This non-accredited training will cover the modules that would have been delivered in 2 day Paediatric First Aid. This is not an accredited qualification but will be delivered by an accredited instructor.

M. Testing

Teachers are entitled to a test as a critical worker. If a test is required it is advised to go through the national portal to request/arrange a test.

<https://www.gov.uk/coronavirus>

On the 18 May 2020, the government announced plans to expand testing to everyone over the age of five years if they become ill with coronavirus symptoms, as will members of their household. This will enable children and young people to get back to childcare or education, and their parents or carers to get back to work, if the test proves to be negative.

A positive test will ensure rapid action to protect their classmates and staff in their setting.

4. Schools offer

A. School opening times

Warrington Borough Council expect that all schools will need to be as flexible as possible. This may mean opening at times outside of the school day, such as early starts and late ends to the day and national holidays. Changing to a teacher shift pattern on a rota basis may be one solution to support this change in the school day, and/or schools supporting each other through a hub model.

B. Children attending the same schools as their parent/carer

From a Public Health point of view, if children are able to stay at home safely then that is where they should be.

School staff are considered to be critical workers in line with the government guidance and therefore should make sure that from the 8 June 2020 that children who cannot be left alone at home should return to their own school.

C. Learning and development

The priorities for young children at this time are re-socialisation into new style school routines; speaking and listening, and regaining momentum in particular with early reading.

Each school context will vary and needs are likely to be greatest where children have not been able to access remote education consistently. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically, making use of supervised non-touch running games within their group. [Youth Sport Trust](#) are also offering some support to schools.



For younger children, the resources made available for child-initiated learning should be carefully considered. For example, malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.

Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these.

Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.

We have amended legislation to allow for the temporary disappling and modifying of a number of requirements within the early years foundation stage (EYFS), which covers children in reception, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand. These temporary changes came into force on 24 April 2020. During the coronavirus outbreak, schools should use reasonable endeavours to meet the existing [EYFS learning and development requirements](#). As far as possible, children should benefit from a broad range of educational opportunities, but this also provides schools with the flexibility to give additional focus to fundamental areas where support is required following time spent out of school, such as reading.

For year 1, where possible schools should ascertain where children have fallen behind or have progressed further against the schools existing reading curriculum. If they have forgotten aspects already covered, then reteach and practice this material, where necessary re-teaching phonics and using appropriately matched reading books to practice reading. Where there are small numbers significantly behind others then ensure they receive support as intensively as can be managed to catch up, and liaise where possible with parents and carers to ensure they can support too.

In year 6 it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips. Schools should provide opportunities for children to discuss this as it may be a source of anxiety or sadness. Though visits to secondary schools for induction may not take place this year, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. You should discuss the options with your secondary schools.



Primary schools should, if not already in hand, ensure that information is transferred to destination secondary schools as soon as possible, and if practical in the absence of SATs results ensure that secondary schools are briefed in as much detail as possible about the attainment profile of transferring pupils, along with other information normally transferred.

Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.

Physical education lessons may continue to take place providing they are strictly non-contact and do not involve more than any one temporary group.



Learning in
Lockdown EXAMPLE

D. Attendance

No one with symptoms should attend a setting for any reason. Eligible children – including priority groups - are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable (in which case they should follow medical advice). If someone in their household is extremely clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.

Families should notify their nursery/school/college as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together. Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels. Schools and colleges should continue to inform social workers where children with a social worker do not attend.

Schools and colleges should resume taking their attendance register and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. The Department will continue to monitor attendance at early years settings via local authorities.

https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings?utm_source=a7a91f31-9435-4c76-a874-adcb4f3877f3&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Warrington Borough Council will continue to ask schools to complete a return to the Daily School Survey to ensure that schools are not becoming overwhelmed by the numbers attending and to identify any issues. This should be submitted by 11:30am each day.

E. School Meals



Schools should provide meal options for all children who are in school, and meals should be available free of charge where pupils meet the free school meal eligibility criteria. To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens if they have closed and ensure staff are able to work safely.

Schools and colleges should work with their food providers to offer meals or food parcels for benefits-related free school meal pupils not attending school. However, the provision of food vouchers for those eligible under the benefits criteria will also continue to be available where needed for those not attending.

Before kitchens reopen, schools should ensure that they have undertaken a risk assessment of the kitchen and kitchen staff working arrangements.

Warrington's School Meals Service will be working under a guiding set of principles which will be applied to all schools, however wherever possible, we will work with schools on more local arrangements if we can.

The majority of school kitchens will reopen from 8th June. If we do not have enough staff to cover all kitchens (for instance, as a Catering Supervisor might be clinically vulnerable, etc.), we will continue to operate a production kitchen approach in some schools.

The guiding principles are:

- The service will provide a packed lunch to children attending school
- The packed lunch will be delivered to each child's classroom to reduce the possibility of cross-contamination with other class groups
- Any cutlery, etc. used will be collected by the kitchen staff at the end of the lunch period.

If any schools need to continue to use a production kitchen, they will need to complete a packed lunch order form and return it back to the service each morning by 9.15am (please discuss with your Area Account Manager if staggered start times will make this difficult). Where this applies, schools will be notified and should continue to use the existing order form.

We will endeavour to give children a variety of food within their packed lunch:

- Sandwich (or similar) of child's choice
- Piece of fruit
- Crisps/quavers/baked corn snack



- Biscuit or Soren or yoghurt or cheese biscuits
- Milk or Aqua juice

For children attending school whose parents would usually pay for a meal, they will need to restart paying for each meal via ParentPay. The system will be back up and running from 8th June and parents should start to pay from this date. This applies to those children in the year groups identified to attend, vulnerable children and the children of critical workers.

Obviously, some parents may want to send in a packed lunch from home rather than pay for the meal. This will be at the discretion of each individual school.

For children eligible for benefits-related free school meals and universal infant free school meals who are attending school, they will continue to receive a packed lunch free of charge. Academies will start to be invoiced again from 1st June where this applies (unless there has been an announcement that benefits-related free school meals will be supported during the Whit holiday).

The School Meals Service will continue to offer free packed lunches in schools over the Whit holidays for vulnerable children and the children of critical workers.

Schools are responsible for working with parents to ensure any debts for paid meals from before the 23rd March have been paid.

School Meals Service contact:

Tel: 01925 443082 **Email:** SchoolMealsManagement@warrington.gov.uk

F. Free school meals

Children eligible for benefits-related free school meals and universal infant free school meals, will continue to receive a packed lunch free of charge whilst attending school.

Children who are not attending who would normally have a universal infant free school meal will not be eligible for any support unless they are eligible for benefits-related free school meals. In this instance, free school meal vouchers can be issued.

Please refer parental queries regarding eligibility and assessment for free school meals to the School Admissions team (telephone and email address below). Children who become eligible for free school meals during this crisis will need to apply to verify eligibility in the usual way via:

Tel: 01925 446226 **Email:** schooladmissions@warrington.gov.uk



They will be able to access either packed lunch if attending school, or if they are at home they will be able to access the FSM voucher scheme (see below).

Free School Meal eligibility has been temporarily extended to include some children of groups who have 'no recourse to public funds' (NRPF). More information and a sample application form including a self-declaration is available:

https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=aa37b068-d4d0-4350-915b-55054563b602&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

G. Free school meal vouchers

Children who are eligible for benefits-related free school meals and who are not in school will still be eligible for a £15 a week food voucher via Edenred. We have not been informed of any change to this as yet.

Shops where the national vouchers can be spent are Aldi, McColls, Sainsbury's, Morrison's (can only buy £10 vouchers), Tesco, Waitrose and M&S. More shops may join soon.

This funding can be combined for a family that has more than one child eligible for benefits-related free school meals.

Under this national voucher scheme, schools will be able to order vouchers and the payments will still be met centrally by the DfE. The DfE understand that other approaches, such as purchasing vouchers for shops currently not included in the national scheme, may mean that schools incur additional expenses which can be reclaimed back through the 'exceptional costs' route. However please note that there is an allowance limit on how much each school can reclaim back from central government, however in exceptional instances where individual schools face additional costs that are higher than the grant's limits, schools will be able to apply to increase their limit.

The LA are looking at how the May half term holiday could be funded if the Government do not extend the FSM voucher scheme to cover this.

Further information advice and guidance can be found on the DfE website: <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

H. Foodbanks



A handout has been provided for schools to raise awareness of the local foodbanks in order to promote to FSM families. List of available foodbanks can also be found on the www.warrington.gov.uk website or contact mylife@warrington.gov.uk

I. Wrap around care

There is no expectation that schools should provide wrap around care in schools at this time to reduce the number of people on site and mixing of pupil cohorts.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control>

J. Travelling to and from school

The government has advised that parents and carers should be encouraged to travel by car or walk to school and avoid public transport if at all possible. Only one parent should accompany the child to school and parents should be asked not to gather at drop off and collection times.

Schools should consider staggering start and finish times if at all possible.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control>

K. Home to school transport

Warrington Borough Council is committed to ensure transport needs are continued to be met during this time.

If pupils are eligible for free home to school transport this will continue – there may be a change to the provision depending on the availability of the vehicles.

If not eligible, the Council will look at requests on a case by case basis.

L. Council postal service to schools

There will be **NO INTERNAL POST SERVICE FOR SCHOOLS** until further notice.

This means the bags that are delivered to and picked up from Schools each Thursday will be stopped for ALL Schools during this period of partial School Closures. If you have any items of

post for Council Colleagues or other Schools please address properly, pay postage and send through your normal channels for External post.

Note: If you have a significant amount of post that needs to go to separate internal addresses, that cannot wait until Schools re-open, please log a call via Online 2200 with full details and the Post Service will try to accommodate ad hoc bulk collections where possible.

M. Transition

Secondary schools will need to work alongside their primary colleagues to establish alternative transition arrangements for pupils in Year 6.

Whilst it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips, schools should provide opportunities for children to discuss this as it may be a source of anxiety or sadness. Some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. Some schools may want to consider what they can offer in September 2020 to current Year 6 pupils which will support them to settle them into secondary school.

Vulnerable pupils should be afforded additional / or different arrangements to ensure that they have the time and support needed to help them adjust to the change from nursery, primary or secondary education. Pupils transferring to a special school or a designated provision will need to discuss with parents and carers the best options available for the child to ensure that they are familiar with the setting prior to September 2020.

5. Safeguarding

In order to support schools with ongoing effective multi agency working, Warrington Council have updated their contact lists, which include key details such as the MASH, Education Safeguarding Team, Early Help, the list of social workers and their managers, cleaning leads and school meals. These have all been regularly updated in the Daily Brief. Multi agency meetings in respect of children will continue to be virtual for the time being. Social workers and Early Help staff carry to conduct virtual contacts with families and physical visits, when needed (adhering to social distancing).

If continuing with online learning for some groups of pupils, information and guidance has been shared which can support safe practice.

We will continue to work with our colleagues in Children's Social Care, using their weekly registers to ensure that vulnerable children who may still be staying at home are safe and being contacted by schools and/or social workers in a timely manner.

Schools should consider how they will manage key activities such as fire evacuations or lockdown procedures. Leaders should set out how these activities can be safely undertaken whilst taking social distancing into consideration.

Schools should review their systems on administering medicines and first aid provision in line with the most recent guidance.

Schools should review their Emergency Management Plan and Business Continuity Plan to reflect the current situation and any lessons learnt from recent events.

In addition to the guidance above, schools should consider information in the table below:

Considerations	Actions needed
Has school updated their Child Protection policy and shared this with all staff and volunteers? Which other policies from the wider safeguarding framework require attention (e.g. care and control, intimate care, first aid, online learning, online safety, etc.)?	School to update other policies dependent on their individual circumstances
What could the specific issues be for your school? Consider individual pupils, families or staff, school site issues, etc.	School to review their own individual circumstances
How will you ensure a trained DSL or deputy is available in-person, by phone or video link should key staff need to self-isolate in the future? How will this be communicated to staff? How will safeguarding supervision take place, particularly if not all staff are expected to attend every day?	Confirm current arrangements and review if required. Ensure arrangements are set out in appendix to CP policy and communicated with all staff
How will attendance at and contribution to virtual multi- agency meetings be managed in school? Is there a specific area or room which can be used for uninterrupted, confidential virtual meetings? Is there appropriate technology to support this?	School to consider specific details of how this will be managed within the school setting
Which pupils will require specific consideration and risk assessments when returning to school (e.g. children with intimate care or health needs, children with behavioural difficulties who may need physical management, etc.)? How will the outcomes of these Risk Assessments be communicated with staff and parents?	School to review pupils and risk assess as appropriate



Considerations	Actions needed
<p>What additional measures may be required to support and prepare vulnerable children for their transition back into a structured school environment (e.g. use of social stories, video guide of the school, etc.)?</p> <p>Are there any specific activities needed to ensure children are able to communicate any worries or concerns born out of the lockdown period?</p>	<p>School to consider all children and decide what is required prior to children returning and also whether one to one or group sessions may be required when back in school in order to obtain the voice of the child and determine any further actions</p>
<p>If your whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, then you should consider undertaking a health and safety check of the buildings concerned</p>	
<p>If all pupils are not required to attend school each day, how will you monitor and record which children are onsite daily?</p> <p>How will all staff be informed which children should be in school and who will be responsible for following up should they do not attend?</p> <p>Is there a process for monitoring students who are not expected to attend?</p> <p>Share guidance with staff regarding conducting home visits safely and what to do if they ring home and there is no answer.</p> <p>What will happen if parents choose not to send their child in to school?</p>	<p>School to review advice and guidance and consider specific details</p>
<p>How will you manage potential visitors to the site, including third parties?</p> <p>Which third parties will still be required to attend the school site?</p> <p>How can this be managed safely?</p> <p>Please review the operating principles which contain advice about visitors</p> <p>What system will be put in place for managing parents attending the school site?</p> <p>How will changes to policies and key expectations be communicated to both third parties and parents?</p>	<p>Consider which activities undertaken by third parties will still need to be completed, and which could be postponed to a later date or undertaken virtually. Communicate with relevant companies / individuals regarding expectations moving forwards. Communicate with parents regarding how to speak with staff in school if they are to avoid attending the site.</p>



Considerations	Actions needed
<p>How will you adapt your Emergency Management and Business Continuity Plan in light of plans for partial and/or full reopening? What parts require review in light of lessons learnt from recent events and in preparation for further children and young people returning to school?</p>	<p>Review SEMP and BCP and make required amendments</p>
<p>How will you ensure key activities needed to keep children safe can be undertaken safely, such as administration of medication or first aid? What risk assessments are required? How will safety measures be communicated to relevant staff?</p>	<p>Review guidance and establish appropriate systems for first aid and administration of medication.</p>
<p>How will key activities such as fire evacuations or lockdown procedures be safely undertaken whilst taking social distancing into consideration? What guidance and information will be given to students and staff around the issues?</p>	<p>Review current systems for fire drills and lockdown and determine how this could be safely adapted to meet social distance requirements.</p>



Further relevant national guidance can be found below:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf>

6. Children and young people with Special Educational Needs and/or Disabilities

A. Special schools

From the week commencing 1 June at the earliest, special schools, special post-16 institutions and hospital schools are expected to work towards a phased return of more children and young people with special educational needs and/or disabilities (SEND).

Where it is appropriate for them to do so, schools are asked to complete a risk assessment which take the views of the child/young person, their family and professionals into account. Where children are remaining at home, a support plan should be developed. This does not need to be onerous and can form part of the risk assessment template (see below example proforma which setting can use or please continue to use your own).



EHCP risk
assessment - propos

Risk assessments and support plans will need to be re-assessed continually in case the child or young person's circumstances change. Further guidance is available below.



Guidance on risk
assessment for child

A copy of completed risk assessments for children and young people with an EHCP should be forwarded to kwilliams@warrington.gov.uk if you have not already done so.

B. SEND Legislative Changes (Coronavirus Act 2020) released on 30th April

EHC Plans - changes apply from 1 May 2020 to 31 May 2020

This notice modifies the duty on LAs to secure special educational provision specified in an EHCP and on health commissioning bodies to arrange health provision described in the EHCP, so that they can discharge this by using their 'reasonable endeavours'. It is not possible for LAs and responsible health commissioning bodies to fully meet their duties under section 42

of the Children & Families Act 2014 in the current situation for the following reasons:

- LAs have reduced staff resources working on Special Educational Needs and Disability (SEND) administration due to the coronavirus outbreak. In addition, LAs have directed some of their available staff to respond to the pressures generated by the outbreak itself (for example, emergency planning). This is limiting the resource available to secure provision in accordance with EHCPs.
- Educational institutions in England remain open for vulnerable children and young people and although those with EHCPs are classed as 'vulnerable' for this purpose, many will now be at home. This is often making it impossible for LAs and health commissioning bodies to continue to deliver the special educational provision that would normally be delivered in an education setting.
- Where children and young people are attending an education setting, their normal educational programme will probably be disrupted for various reasons, including the following of social distancing guidelines.
- The response to the outbreak has required some health commissioning bodies to redeploy some staff or re-prioritise some services to meet the immediate needs of their communities.

https://www.gov.uk/government/publications/modification-notice-ehc-plans-legislation-changes?utm_source=f7ca6ee8-fe74-4a1d-a60c-4cb9b3632717&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

C. EHC Needs Assessments and Plans - changes apply from 1 May 2020 to 25 September 2020

Some aspects of the law on EHC needs assessments and plans have changed temporarily to give LAs, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19).

The timescales in the Regulations being amended relate to the following:

- the handling of requests for EHC needs assessments, decisions whether to issue plans and the preparation and issue of plans
- annual reviews of plans
- the processes relating to mediation
- the processes where there is a change of LA or health commissioning body for a plan



- the process for an LA reviewing for the first time the making and use of direct payments from a Personal Budget that is part of an EHC plan
- the actions that the LA and health commissioning body must take when the First-tier Tribunal makes non-binding recommendations in respect of certain types of health and social care matters within an EHC plan (as part of the National Trial, which continues)

The law is only changed where in a particular case it is **not reasonably practicable or impractical** for the LA, health commissioning body or other body to discharge its duties for a reason relating to the incidence or transmission of coronavirus (COVID-19).

The modification is to the timing. Where it is not reasonably practicable or impractical to conclude an action within the statutory timescale – for example, 6 weeks for a decision whether to make an EHC needs assessment – because of the incidence or transmission of coronavirus (COVID-19), the LA or other body to whom that deadline applies will instead have to complete the process either as soon as reasonably practicable or in line with any other timing requirement in the regulations being amended.

The duty on LAs annually to publish their response to comments on their local offer of services for those with special educational needs and disabilities has also been modified temporarily for the same reason.

https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus?utm_source=174e33bb-1741-4cd9-bde8-1d1dc0957f07&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Warrington's EHCP team will continue to undertake needs assessment and produce plans as well as we can.

7. Vulnerable children

A. Early Help support for schools

The purpose of Early Help is to prevent issues from getting worse by offering support at the right time. Any professional working with a family, such as those based in schools, health services, or in voluntary sector organisations, can offer early help services by responding to identified needs in order to offer advice, support and intervention. Early Help works best when it is offered to the whole family and when services are delivered jointly by professionals.

As you are aware, these are unprecedented times for all of the work force and we are all doing what we can to ensure that we are able to provide a service to families living in the borough, at a time when some of these families may need our support the most.



It is really important that we don't overlook the support our Early Help Services can offer to all children and families and our partners. Warrington Borough Council's Early Help Teams are continuing to remotely provide support to children, young people and their families as soon as difficulties start to emerge. The Early Help are still providing support daily to all children and families that we were already working with and any family that may find themselves in need of support whereby they have been identified by our partners.

We have a range of helpful and useful resources and services that can be accessed and tailored to each individual child, Young person and family needs when we are informed.

Below is a list of services within Early Help that you can access daily:

- Children centres support staff
- Early years education and childcare support
- Support for children (0-4) with special educational needs and/or disabilities (SEND)
- Family support workers (for all children/SEND)
- Virtual Parenting programmes
- Youth Service support
- Families Information Service.

If you are not sure what a child and family may require but support is needed and that you would like to discuss with the Early Help Management Team:



2 Early Help
Support.pdf

The 'In it together' guide has been produced by the Early Help team to help support families through COVID19:



In it together -
Support for parents

B. Vulnerable children

Children's social care have undertaken risk assessment for all children and young people known to them and identified a cohort of children for whom school is a protective factor. These children should continue to be provided with a school place and in line with the expectation of the Council.

Schools should continue to review the weekly registers to ensure that vulnerable children who may still be staying at home are safe and being contacted by schools and/or social workers in a timely manner.

8. Human Resources

This section is under review and a further update will be provided later this week following consultation with the Trade Unions.

A. Support for schools on COVID-19 HR related issues

The Council's HR Team have put in place on 'My Schools' Service some information and advice, including some Frequently Asked Questions, for schools on COVID-19 HR related issues.

Schools can access the information on the HR Resources page. Alternatively, schools can log onto the system and follow the link below:

<https://secure2.sla-online.co.uk/v3/Resources/Page/17267>

9. Induction for NQTs

The Department for Education and Teaching Regulation Agency (TRA) have been working closely to develop a position on COVID-19 and its impact on statutory newly qualified teacher (NQT) induction.

<https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers> Please refer to this page moving forward as the department will provide updates and guidance directly to this site. We recommend returning to this page regularly to view additional information the department will release. Please also share this link with schools, NQTs and other relevant persons associated with your appropriate body.

Where you have concerns over your capacity to complete TRA data collections and/or fulfil any of your other responsibilities, please contact the TRA in the first instance on Teacher.INDUCTION@education.gov.uk.

This is clearly an uncertain time and both the department and TRA will keep the situation under review. We appreciate your support and understanding at this time.

10. Guidance for Governing Boards

A. Prioritising the Agenda

[The DfE advice to governing boards](#) is to prioritise providing support to their school leaders and staff where needed, to allow them to get on with operational matters. School

leaders should stay in touch with the governing board in a proportionate way, including providing information on the welfare of staff and pupils, so that they can retain a strategic overview of the situation and the school.

B. Focus meetings on urgent business only

It is appropriate in the current circumstances for all non-urgent business to be delayed and governing board meetings to be restricted to the matters listed below.

- Urgent, time-bound decisions (e.g. budget approval, ratifying school leadership appointments etc.) Governing boards could consider reviewing their levels of delegation to enable fewer governors/trustees to make business critical decisions.
- Monitoring how the school is continuing to provide care for children who are vulnerable, such as children with an Education, Health and Care Plan (EHCP), the children of critical workers, associated risks, issues, etc.
- Monitoring actions taken by the school/trust to mitigate against concerns that the partial closure of schools will impact on the outcomes achieved by disadvantaged pupils and widen the attainment gap.
- Safeguarding - monitoring the wellbeing and welfare of pupils, staff and stakeholders.
- Any issues arising from how the building is currently being used and remote working for staff.
- Support being given to parents/carers to help them educate their children at home.
- Issues relating to the future re-opening of the school, in line with government guidance and LA guidance.

This may result in shorter meetings, held on a more frequent basis if circumstances allow. Governing boards should take a pragmatic approach, relying on oral feedback and scaled down paperwork.

C. Monitoring provision for vulnerable pupils

For those pupils that are deemed vulnerable by virtue of having an EHCP, an assessment will need to be undertaken to ascertain whether the pupil's needs can be met at home. If not, then it is recommended that they attend school.

Governing boards should seek assurances from their headteacher/CEO about the steps being taken to encourage vulnerable pupils to attend school, ensure their welfare and offer sufficient learning activity (which is not the same as replicating normal lessons) when they are in school. Governing boards should also ask their headteacher/CEO about the steps being

taken to ensure that vulnerable pupils who are not attending school are not being placed at risk.

D. Monitoring the provision for disadvantaged pupils

Governing boards will be understandably concerned about the impact that partial closure of their school is having on their disadvantaged pupils (e.g. those eligible to receive the pupil premium) and the widening of any attainment gap. It is important that this is considered as essential business and for governing boards to ask their headteacher/CEO to update them on what the school/trust is doing to meet the needs of disadvantaged pupils at this time.

This will include arrangements for free school meals and online learning for those children not initially returning to school.

E. Safeguarding

An agenda item on safeguarding should include the retrospective approval of policies and procedures, if necessary, and give the governing board the opportunity to seek clarity and assurance that, as far as possible, the school will continue to be a safe place for children.

F. Support being given to parents/carers to help them educate their children at home

Governing boards will recognise that the current circumstances mean that the children who are returning to school may not be following a normal timetable and also that it isn't possible to replicate the normal school experience for the pupils who are at home. Taking into account the context of the community served by the school, governing boards should gain an understanding of the approach being taken to supporting parents/carers to educate their children at home. This includes how teachers are maintaining contact with their pupils, supporting them in their work and managing issues relating to on-line learning. It also provides an opportunity for governing boards to recognise and show their appreciation for the time and effort the staff are giving to overcoming the challenges presented by remote teaching and learning.

G. Issues relating to the future re-opening of the school

At the same time as noting the direction given by the government, government agencies, local authorities etc. governing boards should be discussing with the headteacher/CEO what policies will need to be developed, what risk assessments will be required and what training will be needed in order for the partial re-opening of their school to become a practical reality. This will cover a range of issues including the site and facilities, transport, safety (social distancing, PPE etc.), staffing levels, teaching and learning and wraparound care.



H. Taking urgent decisions - Chair's powers

Clearly it is best for all decisions to be taken collectively by the governing board. This should be possible if appropriate plans are put in place for the board to hold virtual meetings, perhaps at short notice if deemed necessary.

There may however be circumstances where an urgent decision needs to be taken but it is not possible to convene a meeting of the governing board, or hold a quorate meeting. This is more likely in the current climate when personal and family circumstances may be extremely challenging.

In cases of urgency where a delay would be likely to be seriously detrimental to the interests of the school, a pupil, a parent or member of staff, the Chair of a maintained school governing board can make decisions and act on the board's behalf where it's not possible for the board to meet. This does not extend to approving the budget, the removal or suspension of governors or reviewing exclusions (except in cases of urgency).

The extent to which academy chairs can be delegated functions in cases of urgency will depend on the provision made in schemes of delegation or by trustee resolution. If no such provision currently exists then it may be advisable to call a trustees meeting to approve the circumstances in which decisions can be made by individuals in cases of urgency.

Governing boards should have in place contingency plans in case the chair and/or vice chair become unavailable, so that there is clarity about who will be the conduit of information for the board.

11. Finance

A. Budget Setting Process

At this time of year schools would normally be drafting and presenting their budget plans for 2020-21 to Governors for approval, prior to submission to the local authority. We are aware that your staff may still working on these budget plans and recognise that there may be some delays in this process. We have therefore **extended the deadline for submission of approved budgets by four weeks to 29th May 2020**; and for those schools that are projecting an aggregate deficit in 2020-21 the deadline for submission of a report on the deficit recovery timetable to the local authority is now extended to the 19th June 2020.

B. Payment of Suppliers

The Government is encouraging all public sector bodies to continue to pay suppliers promptly; this includes paying contracted services such as cleaning or catering providers to enable them to continue to pay their own staff. A more detailed guidance note has been prepared by the



Council and is attached to this letter for information. If you have any specific questions on this, the Council's Procurement Unit will be able to provide further advice.

Schools will continue to receive their mainstream funding as normal, and any issues out of additional grant, such as High Needs funding for Academies, will be expedited so that schools should not encounter any complications in making timely payment to suppliers. In exceptional circumstances we can help to arrange temporary increases in payment card spending limits, or we can arrange faster CHAP payments if required for maintained schools (Academies will be able to use BACS). Please contact the Finance Team directly for additional advice: finance-centralreport@warrington.gov.uk

C. Furloughing of Staff

The Government's Coronavirus Job Retention and Furlough Scheme does not apply to publicly funded services; as highlighted above, schools will continue to receive their school budget and relevant DfE grant allocations. However, there are some areas of school activity that are funded, wholly or in part, by external income which is no longer available. This includes services such as catering (element relating to paid meals), paid nursery provision and after school provision paid for by parents/carers.

The DfE has published detailed guidance on this matter, which is available at the following link:

<https://www.gov.uk/guidance/check-if-you-could-be-covered-by-the-coronavirus-job-retention-scheme>

Schools are advised in the first instance to discuss this with their HR adviser to determine whether they have staff who could be put on furlough and to ensure that these staff are notified in the correct way. Any decision to furlough staff will also need to be agreed with Governors of the school. Schools may also contact any of the HR Advisers from the team directly.

Furlough claims will need to be made in consultation with your payroll provider, it is anticipated that schools will continue to pay 100% of staff salaries with 80% being claimed via the Government's scheme. For those schools using the Council payroll service a template will be provided for use by schools to complete with all required details of staff who they propose to be furloughed which will assist in the claim process. Payroll staff will make the claim on behalf of schools through the online portal and any reclaimed funds repaid into the school budget.

D. SFVS

A number of schools had already submitted their completed SFVS prior to the closure;



however, I am aware a number of schools had Governors meetings scheduled prior to the deadline of 31st March which were understandably cancelled. The DfE has confirmed they do not require local authorities to submit summary details of schools compliance with SFVS for this year, but the completion of it is a very useful financial discipline, therefore we are still expecting a submission from schools as we would expect the essentials of completion to already have been done. We did, though, extend the completion deadline to 15th April, and have received submissions from the majority of schools. The Schools Finance team will shortly be contacting those schools with returns outstanding.

E. Covid-19 additional costs to school

There will be some instances where schools face additional costs as a result of the COVID-19 outbreak. In some instances, schools will not be able to cover these from their existing resources. The Department of Education has issued additional guidance and eligibility advice which sets out the financial support they have put in place to cover support for schools up to the end of the 2019 to 2020 summer term. This also identifies the type of extraordinary costs schools are expected to incur and the financial limits of that support.

We are awaiting details of the claim process (promised for June); we don't know yet whether maintained schools will be expected to claim independently, or whether there will be an aggregated claim process through the local authority. The Finance Team has provided schools with proformas to record additional spend for employee and supplier costs, to assist whatever process is eventually required.

If you have any queries or wish to discuss anything, can you in the first instance email finance-centralrepor@warrington.gov.uk so your query can be directed to the correct person to respond

12. Health and Wellbeing

A. Happy? Ok? Sad?

The Happy Okay Sad website has local information to support staff and families alike [http://happyoksad.warrington.gov.uk/covid-19-\(coronavirus\)-and-mental-wellbeing.aspx](http://happyoksad.warrington.gov.uk/covid-19-(coronavirus)-and-mental-wellbeing.aspx) about how staff, parents/carers and children/young people can manage their mental wellbeing.

COVID-19 and mental wellbeing

There's a link on the homepage of www.happyoksad.org.uk to information about COVID-19 and mental wellbeing. This section covers the mental wellbeing of adults, children and young people. The information includes links to government guidance and also to free CBT-based resources for adults and young people.



Workplace mental wellbeing

The [workplace wellbeing pages](#) on the Happy? OK? Sad? Site include links to a range of resources, campaigns and information about mental wellbeing at work, whether you're working from home, or travelling to your workplace.

Free mental wellbeing and suicide prevention e-learning

As face-to-face training sessions can't take place at the moment, there's now a link on the Happy OK? Sad? homepage to a number of [free e-learning sessions](#). This page lists a range of e-learning aimed at both young people and adults, the public and front line workers.

Bereavement support

On each of the age-related pages of the Happy? OK? Sad? Site there's a section with links to bereavement support. To find this information:

1. Go to www.happyoksad.org.uk
2. Click one of the blue age-related buttons
3. Then scroll down to the dropdown heading "*Organisations offering bereavement support*". (On the children and young people's page the heading is "*organisations which offer support when someone has died*")

Looking after your mental wellbeing

Each of the age-related pages on the Happy? OK? Sad? Site also has a section, "looking after our mental wellbeing", this includes links to information, evidence-based resources and self-management strategies, which can help you maintain or improve your mental wellbeing.

Kind to Your Mind

The [Kind to Your Mind](#) campaign was developed to help people look after their mental wellbeing during the COVID-19 outbreak. The campaign encourages everyone to:

- **Take care of their mental wellbeing**, as well as their physical health.
- **Use the free wellbeing resources on the new ALMA website**. There are resources for physical and mental wellbeing, such as online CBT courses and recommended apps.
- **Ask for support if they're struggling**.

To find details of mental health support services, follow the steps below:

1. Go to www.happyoksad.org.uk



2. Click one of the blue age-related buttons
3. Then look under the dark heading "*Information and Support*"

B. Warrington Borough Council support

We have also included information for parents and professionals on the WBC website: <https://www.warrington.gov.uk/website-learning-resource-pack> .

People living in Warrington who are experiencing a mental health crisis can now access support through a new, 24/7, mental health crisis line: 01925 275 309.



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For details of support services go to [I need urgent help now](#)

C. Bereavement Support

A bereavement is a difficult time for adults and children. We know that there may be many families affected in the weeks and months to come across our town and our school communities. We will be sharing a resource with you next week which contains information and signposts to resources in the event of a bereavement within the school community. There is a focus on supporting children and young people to understand and manage during this sad time. Although a bereavement is not a critical incident in typical times, with school communities coping and supporting each other as they do so well, we know that these aren't typical times. The LA's Critical Incident Team/ Warrington EPS can also offer practical advice and guidance and emotional support to aid coping among staff and the wider school community.



Bereavement
support during covi

13. Guidance for settings, schools and colleges

All of the published guidance for educational settings can be found in one place on GOV.UK at:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>



This is updated regularly and states the date of the last change.