

## Advice for school and PRU leaders and governors on how to continue with school and PRU business during the Covid-19 pandemic

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**This document is also available in Welsh.**



# Continuity of learning

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system has been disrupted but remains of central importance.

During this time when most learners are not able to attend settings and schools in person, Welsh Government and its partners are working across the education system in a number of ways to offer support to leaders, governors, practitioners, parents, carers and learners in key priority areas.

The Minister for Education launched Wales' 'Stay Safe. Stay Learning' programme on 20 April to support education professionals and learners as we respond to the COVID-19 pandemic. As part of this programme Estyn have worked in conjunction with ADEW and regional school improvement consortia and have developed this advice for schools and pupil referral units (PRUs) to support them in continuing with school/PRU business. This document is not statutory.

This document forms part of that work and is linked to the activities of the continuity of learning 'Stay safe. Stay learning.' programme.

We would like to thank the following steering group members for their significant contribution to the development of this advice:

- Association of Directors of Education in Wales
- Regional consortia
- Church diocesan authorities.

We would like to thank the following partners for their contributions:

- National Academy of Educational Leadership in Wales
- Welsh Local Government Association.

Thank you also to the unions and school leaders who shared their feedback on drafts of the advice with us.

For further information go to  
[hwb.gov.wales/staysafestaylearning](https://hwb.gov.wales/staysafestaylearning)

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.



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## Introduction

Staff in schools and pupil referral units (PRUs) across Wales have shown great courage under challenging circumstances. They have had to adapt quickly to new arrangements and are coming to terms with a new way of working. They are showing energy and dedication in creating and maintaining different ways of supporting pupils and their colleagues, prioritising wellbeing as well as continuing with school or PRU business during the Covid-19 pandemic. The aim of this document is to support school and PRU leaders to reflect on their approaches to managing school or PRU business remotely and to consider whether any of the advice in the document could help in adapting their current arrangements.

### Underlying principles:

- Individual staff, pupil and parent wellbeing is the key priority.
- Careful consideration should be given to what is practically achievable in the current situation. School and PRU staff, pupils and parents may be sharing their homes with work whilst also trying to balance their caring responsibilities. It is important to strike the right balance between home life and work life to avoid unnecessary pressures.
- Each school's or PRU's approach will vary according to their context and the available technology.
- Schools and PRUs will be at different stages in developing their support for continuity of learning at home. This advice does not seek to replace existing effective practice but may help schools and PRUs to refine and develop it further.

This is a draft document. If you have any feedback or suggestions about the content, please email Estyn at [enquiries@estyn.gov.uk](mailto:enquiries@estyn.gov.uk).

## Effective working from home

The current Covid-19 pandemic has meant that many school and PRU staff are now working from home for either the majority or all of the time. Given that most staff will not have experienced home working to any great extent before, and that the situation with the pandemic is unlikely to change in the near future, it is crucial that headteachers/teachers in charge and governors/management committee members take swift and effective action to protect and support school and PRU staff working at home.

Local authorities and diocesan authorities have already issued guidance and support for their schools and PRUs. It is important that schools and PRUs follow these procedures.

Our guidance aims to complement the existing guidance from employing bodies by further:

- supporting headteachers/teachers in charge and governors to fulfil their legal obligations towards their staff
- providing strategies to support the health and wellbeing of school and PRU staff working from home
- suggesting ways to help school and PRU staff work from home

### Expectations and types of work

Headteachers/teachers in charge and line managers should provide all staff working from home with clear direction about their work.

Any agreed activities should:

- take into consideration the home situation of the individual member of staff
- be matched suitably to the member of staff's experience and skills
- have a clear and reasonable deadline if appropriate

### Health and safety

The Health and Safety Executive's [guidance](#) states that:

*When someone is working from home, permanently or temporarily, as an employer you should consider:*

- *How will you keep in touch with them?*
- *What work activity will they be doing (and for how long)?*
- *Can it be done safely?*
- *Do you need to put control measures in place to protect them?*

Although the type of work that school and PRU staff are likely to carry out at home will probably be low-risk, they should still pay due consideration to whether they are working in a safe manner. They should pay particular attention to the equipment they are using (desk, chair, display screen equipment). In addition to guidance shared by

the local authority and diocesan authority the Health and Safety Executive has further [guidance](#) on working safely with display screen equipment.

Line managers and staff working at home should consider the potential implications of home working on the wellbeing and emotional health of these staff (see below).

Any safety concerns and accidents that occur during working hours should be reported in the usual way, adhering to local and diocesan requirements.

## **Equipment**

Staff working at home may either be provided with computer equipment and/or other technology by the school or PRU or be authorised to use their own equipment if they have reasonable access at home already, for example in order to check emails. Staff who are willing to use their own equipment should ensure that they can do so in compliance with the school's or PRU's IT use and data protection policies (see below).

If staff are using their own telephone for work calls, arrangements for reclaiming costs incurred should be agreed in advance. Staff should ensure that personal numbers are blocked before beginning a telephone call. It is unlikely that schools or PRUs will be able to recompense staff for costs such as heating, lighting or broadband. However, HMRC has published [guidance](#) regarding taxable expenses for those now working at home. Staff should not be expected to pay for any additional equipment.

## **Data Protection**

Staff working from home should continue to follow all of the school's or PRU's usual policies regarding data protection. They are responsible for ensuring that information relating to the school or PRU, for example in documents, files, online accounts, or emails, is always retained securely. They should not take home any physical documents that contain confidential information unless they have explicit agreement to do so and have the means to lock them away securely. Home computer equipment must not be used for any work that contains confidential information unless you are working via the school's or PRU's secure remote access facilities. Passwords must be kept confidential and accounts or files must not be left open on the computer where family members or others could access them. Staff should report any breach of confidentiality, or possible breach of confidentiality, to their line manager immediately.

## **Flexible working**

These are not normal circumstances and many staff working from home will have to balance their work and family responsibilities. Headteachers/teachers in charge and line managers should make sure that they communicate clearly to their staff that the safety and wellbeing of dependents should take priority over work. Staff should, however, take whatever reasonable steps they can to carry out their work responsibilities in a way that is not detrimental to the wellbeing of their family. This may include staff adopting flexible working hours, but only where this has been agreed in advance between the member of staff and their line manager.

## **Emotional health and wellbeing**

Working from home poses a range of challenges, especially for those staff who have little or no experience of doing so. In particular, the absence of regular, day-to-day contact with pupils and colleagues may lead to feelings of isolation. It is crucial that headteachers/teachers in charge take account of any guidance issued by their employing body to ensure that all staff are fully aware of a variety of strategies and approaches for maintaining good emotional health whilst working at home. In addition, the governing body/management committee should ensure that they provide suitable support for the emotional health of the headteacher/teacher in charge.

### [Guidance on supporting your emotional health while working from home](#)

Increased isolation can be challenging, and in some cases, it can leave people feeling disconnected or low. The impacts on wellbeing could include anxiety, isolation and loneliness. Being distanced from supportive relationships at work also negatively affects wellbeing.

Managers should keep connected with their teams, either together or one-to-one, with regular contact through calls and video conferencing, to see how they are. Make sure that staff have a good understanding of what is required and check in regularly to provide support and guidance.

Managers and staff should consider how to manage their emotional health and the impact that Covid-19 may have on their families. The [WHO Emotional health and Psychosocial Considerations During COVID-19 Outbreak guidance](#) sets out some useful information on how to protect yourself and be supportive of others, including caring for children and older adults.

The [BBC Guidance on Coronavirus: How to protect your emotional health](#) also gives some useful tips on protecting our emotional health including having breaks from social media and being careful that what we read is from a trusted source such as government and NHS websites. Staying connected with people and having regular check in times is key, as is striking a balance between having a routine and making sure each day has some variety.

Anxiety UK has also developed advice and support online via their website blogs: [health and other forms of anxiety](#) and [COVID-19 and anxiety](#). They give helpful tips on what to do when self-isolating to protect your mental wellbeing and how to deal with emotional health issues such as anxiety disorders. The [Anxiety UK youtube channel](#) has a series of dedicated support webinars helping anyone with concerns or anxiety regarding COVID-19.

## **Sickness**

In line with local authority and diocesan authority guidance and procedures, staff who are unable to work owing to illness should report this promptly to their line manager by phone and follow the school's procedures.

## Meetings and routines

Meetings and routines are important to the efficient and effective working of schools and PRUs. Schools and PRUs have found it necessary to adapt their meetings and routines to meet the needs of the current situation and, where appropriate, make more use of technology to do so. Leaders have also found it helpful to keep up -to -date with the most recent local authority guidelines and diocesan authority guidelines around HR protocols. The following provides some guiding principles that schools and PRUs have found helpful.

### Lines of communication

- Ensuring that lines of communication are clear – e.g. having a ‘communication pyramid’ to share messages quickly and systematically
- Testing out technology and communication systems to ensure that all stakeholders can use them
- Prioritising what needs to be communicated in order to avoid unnecessary meetings/briefings
- Considering a range of approaches to communication – e.g. virtual meetings, working on shared documents, briefings, phone calls, emails
- Being aware of the technology and the time available to staff, as well as potential connectivity issues
- Being aware of the differing levels of confidence of staff in using digital platforms and the need to provide support where necessary
- Regularly reviewing the effectiveness of communication processes and checking with staff that systems are effective and manageable
- Seeking staff views and ideas on how to work effectively under current circumstances and the communication methods that they prefer
- Keeping in touch with the school’s or PRU’s union representatives / union guidance
- Finding ways for staff to work together as teams in order to support each other, share ideas and resources, distribute responsibilities, avoid duplication and reduce workload

### Routines for communication

- Establishing a routine for communication with staff regular catch ups
- Arranging regular communication with individuals, groups of staff and governors to check on their wellbeing and to guide/oversee the work of the school or PRU, using the technology available where appropriate
- Considering how to share private or sensitive information
- Having a central system e.g. Google Docs/Microsoft Teams, to hold all information

### Routines for meetings

- Being flexible over timing of meetings



- Having backup systems for people who cannot attend meetings or who have connectivity difficulties – e.g. recording meetings or making a note of key points and actions
- Establishing guiding principles for joint working and virtual meetings (e.g. clear start and end times, muting microphones when not speaking)
- Having an agreed reporting mechanism for meetings
- Providing clear information prior to each meeting and clear records of agreed outcomes and actions following meetings

### **Holding virtual meetings**

Holding virtual meetings can be challenging, but many of the principles of holding effective meetings still apply if meetings are held virtually. Schools and PRUs have found it helpful to have a few guiding principles. Some examples include:

- Ensuring that participants mute their microphones when they are not talking
- Having a method to indicate if someone wants to contribute – e.g. putting their hand up or using the 'chat' facility to write a message
- Having a clear start and end time
- Using the share screens facility in order to go through documents
- Recording the meeting so that those unable to participate can view the meeting at a time convenient for them
- Noting the key points and actions and sharing these, particularly with those who do not have the technology or time to attend the virtual meeting

### **Staffing, recruitment and induction**

Schools and PRUs should follow all local authority guidance and diocesan authority guidance on staffing, recruitment and induction before putting in place any arrangements.

Schools and PRUs should also consider:

- Providing clear guidance on sickness absence, caring responsibilities and arrangements for flexible working
- Keeping basic records of staff attending school or PRU building and sickness absence
- Keeping a record of pupils attending school/PRU/hub
- Planning a suitable mechanism to ensure that recruitment processes can continue online and are equitable, fair and robust
- Establishing contact with any new starters and explaining basic induction procedures and expectations

### **Contingency planning**

- Having a backup leadership plan and a plan for when other members of staff are unavailable for work
- Keeping a log of any additional costs incurred as a result of the pandemic
- Planning for essential routines such as choosing options and transition arrangements

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- Providing updated information to parents on how they can contact the school or PRU
- Planning alternative methods of communication and support for parents/pupils, apart from through the use of technology, if needed

## **Governance**

Governing bodies play an important role in supporting the wellbeing of leaders and other members of staff to enable them to continue with school or PRU business during the pandemic. They also continue to have statutory responsibilities, though these should be in line with updated government advice.

### **Overall governance**

Where possible, the headteacher/teacher in charge and chair of governors/chair of the management committee should have regular contact to discuss the ongoing situation (including headteacher/teacher in charge and staff wellbeing) and to share any immediate decision making that needs to be undertaken.

### **Headteacher/teacher in charge and Chair of governors/Chair of the Management Committee**

The headteacher/teacher in charge should contact members of the governing body/management committee (and the clerk if applicable) to:

- Share the advice from the Welsh Government in light of Covid-19, particularly in relation to urgent and non-urgent business and arranging termly governing body/management committee meetings (this information will have been shared by local authorities or consortia)
- Agree the best way to communicate with each governor and to hold virtual meetings for the first half of the summer term
- Inform governors of the current arrangements in their school or PRU with regard to the matters detailed below

### **Governing body/Management committee**

- Request for governing body/management committee members to update the chair of governors/chair of the management committee or clerk to the governors with contact details and arrangements to share information if contact with individual governors needs to be temporarily halted due to illness

### **Strategic planning**

- If not already completed, agree an updated Emergency Plan / Business Continuity Plan to cover procedures to address issues during Covid-19 pandemic and possible outcomes e.g. senior leaders in isolation/unwell, no first aiders available to supervise pupils
- Information on how leaders are communicating information to parents and staff – use of social media, school or PRU website, Hwb etc

### **Distance learning**

- An outline of the school's or PRU's arrangements for pupils' distance learning

### **Staff**

- An update on the wellbeing of all members of staff
- Arrangements that leaders have established for staff home working

## **Particular support for smaller schools and PRUs to make use of the technology and larger more complex schools to manage complexity**

Much of the guidance in terms of homeworking, using technology, routines and governance is applicable to all schools and PRUs. However, the following provides information regarding additional issues that small or federated schools and PRUs, or very large schools may need to consider.

### **Small or federated schools or PRUs**

#### **Consider:**

- ways of reducing the feeling of isolation for leaders and staff
- having an effective support system for working across the cluster / federation so that teachers can share ideas and resources
- ways of ensuring that the workload for teachers of classes where there are multiple aged pupils is reasonable
- having appropriate IT support systems across the cluster/federation
- having a backup communication and staffing plan involving the governing body/management committee and the local authority or diocesan authority should all members of staff and all leaders be unavailable for work

### **Large schools**

#### **Consider:**

- having clear lines of support and a point of contact for all staff, including teaching and non-teaching staff
- having a structured communication pyramid to filter information
- planning an effective distribution of responsibilities and contingency plans if staff become unavailable
- nominating members of staff to take responsibility in the event of leaders becoming unavailable for work

## Making productive use of digital technology

Schools and PRUs across Wales are coming to terms with a new way of working, showing commitment and dedication in finding creative ways to support the continuation of school or PRU business. In many cases, this will involve the use of digital technology. Schools and PRUs may wish to use the following grid to think about the areas with which they are progressing and those they may wish to develop in terms of using digital technology. These questions support the guidance within this document and further resources provided by the Welsh Government and regional consortia.

### Organisation and delivery

Questions for schools / PRUs to ask	Exemplar outcomes	Links
1. What approaches to support digital working can best support our work? Do we need to refine these further? Is there sufficient IT support to enable these ways of working? (e.g. Hwb, Google Classroom, hard copies sent home). Will families, particularly with more than one child, be able to cope with the range of learning opportunities being shared?	<ul style="list-style-type: none"> <li>Leaders will provide clarity for staff, parents and pupils around the platforms they will use collaboratively to support the continuation of school or PRU business.</li> </ul>	<a href="#">Distance learning through Hwb</a> <a href="#">PISA 2021 ICT Framework</a> <a href="#">Office 365 help, support and guidance</a> <a href="#">Tools to support teachers with remote learning</a>
2. How will we collaborate and support each other with digital technologies? e.g. staff with stronger ICT skills supporting those that need to develop their skills further	<ul style="list-style-type: none"> <li>Leaders will ensure that staff keep in regular contact and work together to support each other and share expertise during this new way of working.</li> </ul>	<a href="#">Pages 31-32 'Thoughts on professional development'</a>
3. How do we prioritise and establish routines that ensure that staff and leaders are able to discuss and reflect on the school's or PRU's approaches to supporting the learning of pupils e.g. through online staff meetings?	<ul style="list-style-type: none"> <li>Leaders develop a clear strategy and calendar for virtual meetings to support school or PRU business.</li> </ul>	

## Curriculum and learning

Questions for schools / PRUs to ask	Exemplar Outcomes	Links
4. How will we use digital technology to support home learning?	<ul style="list-style-type: none"> <li>Schools and PRUs will continue to communicate and re-evaluate what they realistically expect of their staff and pupils with regards to the learning experiences they want to provide.</li> </ul>	<a href="#">Pages 18 -21 'A unified approach to distance learning in different contexts'</a>
5. How will we use digital technology to communicate with parents and support them to engage in their children's' learning?	<ul style="list-style-type: none"> <li>Schools and PRUs will help parents understand their role in supporting pupils' learning, for example giving simple guidance on reading, outdoor play, setting family learning tasks that do not involve screen time.</li> </ul>	<a href="#">Pages 3334: 'To support parents, guardians and caregivers'[LD4]</a>

## Support and engagement

Questions for schools / PRUs to ask	Exemplar Outcomes	Links
6. How will we ensure contact with pupils and staff to support their work and wellbeing?	<ul style="list-style-type: none"> <li>Schools and PRUs will ensure that leaders, staff and pupils can communicate with each other appropriately, paying due regard to the school's or PRU's safeguarding principles.</li> </ul>	See <a href="#">guidance</a> on Hwb <a href="#">Online safety: Professionals and parents</a>
7. How will we support pupil engagement in distance learning tasks?	<ul style="list-style-type: none"> <li>Schools and PRUs will identify the potential barriers to engagement in learning for all pupils including the most vulnerable and work to put procedures in place to address this.</li> </ul>	<a href="#">Wales Hwb. Online Safety Resources</a>
8. How will we ensure that we and our pupils stay safe online?	<ul style="list-style-type: none"> <li>Schools and PRUs will use guidance to reinforce appropriate policies and procedures. They ensure that key messages are shared clearly with pupils, staff and parents.</li> </ul>	

**Summary for school and PRU leaders and governors of key principles to support the continuation of school or PRU business, using technology where appropriate**

School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
<b>Homeworking</b>	<p>Ensure that the wellbeing of staff (including leaders) and pupils is at the core of any decisions and arrangements.</p> <p>Liaise regularly with members of staff over expectations and consider their wellbeing and family commitments/pressures.</p> <p>Be flexible and enable staff to balance caring and family duties with their work.</p> <p>Ensure that deadlines are appropriate and realistic.</p> <p>Keep connected with colleagues regularly.</p> <p>Encourage social connection and peer support.</p>	<p>Avoid giving short/immediate deadlines to complete tasks.</p>	<p>Guidance issued by their local authority</p> <p><a href="https://www.hse.gov.uk/msd/dse/">https://www.hse.gov.uk/msd/dse/</a></p> <p>Data protection</p> <p>NQTs</p> <p>Working from home guidance provided by ACAS at <a href="https://www.acas.org.uk/working-from-home">https://www.acas.org.uk/working-from-home</a></p> <p>Whether deadlines and expectations take account of pressures at home</p>

School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
<p><b>Meetings and routines</b></p>	<p>Ensure that lines of communication are clear and agreed, that they work and that all staff members have a point of contact and are contacted regularly to check on their wellbeing.</p> <p>Be flexible in methods of communication used and consider a range of approaches.</p> <p>Prioritise what should be communicated and establish a routine that works for all.</p> <p>Encourage team working and collaboration in order to share responsibilities, reduce workload and avoid duplication.</p> <p>Listen to staff and consider union advice.</p> <p>Establish guidelines for any virtual meetings.</p> <p>Have backup plans for communication and leadership responsibilities.</p> <p>Have a central system to hold information that staff can access when they need to.</p> <p>Ensure that essential recruitment and induction processes can go ahead and have contingency plans in place where this is not possible.</p> <p>Provide clear guidance on sickness absence, caring responsibilities and arrangements for flexible working.</p>	<p>Avoid an excess of information and briefings.</p> <p>Avoid making too many demands on staff in terms of meetings and routines.</p> <p>Avoid holding overly long meetings without start and end times.</p> <p>Avoid copying all into every briefing or email.</p> <p>Avoid assuming that everyone has access to technology e.g. a printer.</p> <p>Avoid assuming that everyone can attend a meeting at a set time as they may have caring responsibilities.</p>	<p>Technology/devices/connectivity available to staff</p> <p>Safety/privacy of equipment, apps and digital platforms (including maintaining regular technical updates to reduce risks)</p>



School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
	<p>Keep basic records of staff and pupils attending the school, PRU or hub and any additional costs incurred.</p> <p>Be aware that applications available through the Hwb platform have been approved nationally.</p>		
<p><b>Governance – for school and PRU leaders</b></p>	<p>Establish and agree clear channels of communication with members of the governing body/management committee and the clerk if applicable.</p> <p>Revisit agreed delegated functions to enable fewer governors to make critical business decisions.</p> <p>Give updates to members of the governing body/management committee on changes to the school's or PRU's business (including arrangement for distance learning for pupils and staff home working), arrangements to support vulnerable pupils, arrangements to look after children of key workers.</p> <p>Be mindful about sharing personal information / private contact details about members of staff that could potentially breach GDPR.</p> <p>Work with the chair of governors/chair of the management committee to create distributed leadership to deal with any eventualities/illness.</p>	<p>Avoid sharing non-urgent or irrelevant information with the governing body/management committee.</p> <p>Avoid unnecessary meetings or meetings without a clear focus.</p> <p>Avoid contacting people outside of the working day unless pre-arranged.</p> <p>Avoid contacting people if they or a member of their family is unwell or if they are self-isolating and not able to participate in school or PRU business.</p>	<p><a href="https://gov.wales/information-school-governing-bodies-coronavirus">https://gov.wales/information-school-governing-bodies-coronavirus</a></p> <p><a href="https://gov.wales/health-and-well-being-school-staff-and-learners-coronavirus">https://gov.wales/health-and-well-being-school-staff-and-learners-coronavirus</a></p> <p>Use of virtual meetings</p> <p>What business is non-urgent and can be deferred to a later date</p> <p>The most recent government updates and guidance for governors</p> <p>Simple technical advice and guidance available</p> <p>Advice from your LA /Diocesan/ Consortium Governor Support Service</p> <p>Whether all meetings are quorate and that Terms of Reference of sub-committees are adhered to</p>

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School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
	<p>Liaise regularly with the chair of governors/chair of the management committee for support, to provide updated advice and to share responsibilities.</p> <p>Keep up to date with guidance from the Welsh Government, the local authority and the diocesan authority (if appropriate) about governance and share appropriately.</p> <p>Complete urgent business e.g. agreeing the school or PRU budget and staffing(aligned with local authority/diocesan authority policy and procedures).</p>		
<b>Governance – for governors</b>	<p>Place the wellbeing of leaders, including the headteacher/teacher in charge, other staff and pupils at the heart of their work and decision-making at all levels.</p> <p>Be aware of family and personal pressure for staff and other governors.</p> <p>Ensure that contact details are up to date and shared with relevant people.</p> <p>Agree the best way to communicate with governors and the clerk if applicable.</p> <p>Ensure that all governors are aware of online safety.</p> <p>Establish a structure of distributed leadership to cover any illness or unavailability.</p>	<p>Avoid assuming that all governors have a full understanding of the latest technology and/or access to IT equipment and the internet.</p> <p>Avoid placing unreasonable or unnecessary demands on school and PRU leaders.</p> <p>Avoid holding unnecessary or lengthy meetings.</p> <p>Avoid contacting people out of office hours, (unless pre-arranged by mutual consent and for a specific purpose).</p>	<p><a href="https://gov.wales/information-school-governing-bodies-coronavirus">https://gov.wales/information-school-governing-bodies-coronavirus</a></p> <p><a href="https://gov.wales/health-and-well-being-school-staff-and-learners-coronavirus">https://gov.wales/health-and-well-being-school-staff-and-learners-coronavirus</a></p> <p>Welsh Government guidance on governance</p> <p>Ways of keeping in touch with individual governors</p> <p>If it is possible to hold virtual meetings</p> <p>Support for the wellbeing of the headteacher/teacher in charge and other leaders</p>

Advice for school and PRU leaders and governors on how to continue with school and PRU business during the Covid-19 pandemic

School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
	<p>Ensure that the Emergency Plan/ Business Continuity Plan is updated to cover the current pandemic.</p> <p>Revisit agreed delegated functions and terms of reference to enable fewer governors to make critical business decisions.</p> <p>Ensure that governors have an overview of the school's or PRU's initial arrangements for pupils' distance learning, pupil and staff wellbeing, staff home working arrangements, arrangements to provide childcare for key workers, arrangements to support and monitor the wellbeing of vulnerable and disadvantaged pupils.</p> <p>Keep up to date with the latest guidance from the Welsh Government, the local authority and the diocesan authority (if appropriate) and act accordingly.</p> <p>Deal with urgent business e.g. agreeing the school or PRU budget and staffing (aligned with local authority/diocesan authority policy and procedures).</p>	<p>Avoid dealing with non-urgent business if it can be deferred to a later date.</p>	<p>How best to distribute leadership within the governing body/management committee</p> <p>Avoid contacting governors or school or PRU staff if they or a member of their family is unwell, or they are unavailable for other personal reasons.</p> <p>Avoid ending the terms of office of any governors, until arrangements for replacement can take place</p>

School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
<p><b>Particular support for smaller schools and PRUs to make use of the technology and larger, more complex schools to manage complexity</b></p>	<p><b>Small / Federated schools and PRUs</b></p> <p>Consider ways of reducing the feeling of isolation amongst leaders and staff.</p> <p>Consider whether there is an effective support system for working across the cluster / federation so that teachers can share resources.</p> <p>Ensure that the workload for teachers of classes where there are multiple aged pupils is reasonable.</p> <p>Consider whether there are appropriate IT support in place.</p> <p>Ensure that there are contingency plans involving the local authority and governing body/management committee should staff become unavailable for work.</p> <p><b>Large schools</b></p> <p>Ensure that there are lines of support for all staff including teaching and non-teaching staff.</p> <p>Set up a communication pyramid to filter information.</p> <p>Ensure that there is effective distribution of responsibilities and contingency plans if staff become unavailable.</p>	<p><b>Small / Federated schools and PRUs</b></p> <p>Avoid an expectation for teachers of classes where there are multiple aged pupils to prepare detailed differentiated work for each group.</p>	

School / PRU business	What should leaders do?	What should leaders avoid doing?	What should leaders consider?
<p><b>Using technology</b></p>	<p>Ensure expectations pay due regard to individual teacher, pupil and parent wellbeing and what is practically achievable within the current climate.</p> <p>Take into account the context of the school or PRU and its community, the available technology, connectivity and be flexible in approach.</p> <p>Choose learning approaches that are manageable, relevant, engaging and appropriate to the age and development of the pupils.</p> <p>Balance digital with screen-free activities.</p>	<p>Avoid setting unrealistic expectations of what can be achieved that could impact negatively on the home working experience.</p> <p>Avoid assuming equality of access to technology, connectivity and equipment for all.</p>	<p>Safeguarding</p> <p>Behaviour code for online working</p> <p>Access to technology (including internet connectivity)</p>

Further guidance is available from unions and professional bodies.

This advice document is also available in Welsh.