BLENHEIM SCHOOLS

Beech Hall

Provision for Home Learning

Introduction

The school will implement a phased return to school following any future lockdown, which is when all staff and pupils can safely return to school and operate in a fully open, safe and secure environment with no COVID-19 related restrictions.

This may take many months and so a phased return will require patience, resilience and considerable effort to ensure the school environment is safe, at all times, during transition.

This policy should be read and implemented in conjunction with the latest Government Guidance.

The school recognises that during this transition:

- Our core obligation is to ensure "so far as is reasonably practicable the health, safety and welfare of employees and the safety of non-employees".
- We hold the prime responsibility for ensuring the safety of, first and foremost our pupils [students], but also and as importantly:
    - Staff and volunteers;
    - Parents and guardians;
    - Guests and visitors;
    - Contractors and delivery services.

Ultimately, all need to know that the school is a safe environment in which to operate and learn.

This Phased Return to School Policy is based on the following school documents:

- General School Risk assessment.
- Specific Risk Assessments for Departments, Year Groups, Classes and Activities.
- Analysis and Planning Guidance.

Good planning and management are fundamental to the success of the phased return. Effective planning and consultation with all stakeholders including insurers, teachers, support staff, parents, pupils and contractors is essential. The level of detail is enormous and will involve all staff in ensuring this policy is implemented and complies with the strict rules set out in the school's risk assessments and plan.

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COVID-19 points of contact:

The COVID-19 point of contact for the school is the Head, and their main responsibilities are:

- Reading and assessing daily government, DofE, PHE and ISBA bulletins.
- How information is passed and key messages and issues highlighted.
- Liaising with SLT and the planning team to ensure messaging is clear, regularly updated and authorised for communication.
- Maintaining a complete record of all COVID-19 documents, publications and communications.
- Coordinating with all staff including support staff and contractors the new and / or revised measures and their implementation.
- Daily lesson learned debriefs including changes to risk assessments, safety plan, SD and hygiene rules, extra training that may be required and if rules were adhered to and the control measures sufficient.

The SLT will meet at least weekly to review matters or as changes are required during a lockdown/phased return.

Running the School – Assessing the Risk

Assessing COVID-19 is particularly awkward as the outcome of the risk assessment for one group within a school will have an impact on another: teaching staff, support staff, visitors and contractors (if these groups are allowed access) and pupils of varying age groups and class size.

There is a legal requirement for schools to revisit and update their risk assessments, building on their current control measures, practices, UK.Gov "refreshed guidance" and the system of controls. Some risk assessments may require daily revision and should include but not be limited to:

1. Updating Safeguarding policy and procedures and ensuring staff and pupils feel safe.
2. Is government advice being regularly accessed, assessed, recorded and applied?
3. Are changes regularly communicated to staff, their unions, pupils, parents and governors?

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4. Are changes and the testing training, process and details reviewed by governors?
5. Are changes and the testing training, process and details shared with insurers?
6. Is it understood that the Secretary of State has a statutory power to order schools to remain open?
7. Is there active engagement with the local Health Protection Team (HPT).
8. Is the advice of HPT sought and implemented?
9. Are there sufficient systems and staff in place to support training, self-testing, the Asymptomatic Testing Sites (ATS) and contact tracers?
10. Do staff, parents (and pupils) understand and follow NHS Test and Trace procedures?
11. Are testing activities sufficient to provide reassurance including feedback and Q&A?
12. Are those that are self-testing (at home and in school) trained and competent to do so?
13. Are those working in the Asymptomatic Testing Site (ATS) trained and competent to do so?
14. Is it understood which staff and pupils may be unable to self-swab?
15. Are those unable to self-swab given additional support and reasonable adjustments?
16. Are those unable to self-swab given additional support and reasonable adjustments?
17. Is DfE advice to keep groups separate (in "bubbles") being implemented?
18. Where there is a need to mix bubbles is the frequency of changes minimised?
19. Is each group's health analysed and risk assessed to consider switching to remote learning?
20. Are there contingency plans for self-isolation of individuals, multiple pupils and/or staff?
21. Is contact minimised and distance maximised between all those in school, wherever possible?
22. Is there proper consideration of ways to improve ventilation?
23. Are the definitions of "close contact" and the trigger for a pupil/staff to self-isolate understood?
24. Are appropriate Social Distancing (SD) and other hygiene rules regularly communicated, understood, applied and checked?

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25. Has the cleaning regime been enhanced, regularly re-assessed and, if necessary revised?
26. Are high-risk areas being regularly monitored for hygiene?
27. Are contract providers suspended or unable to attend school?
28. Is access to school controlled effectively and are visitor (if allowed) details recorded?
29. Are there sufficient supplies of hygiene materials and are they well placed?
30. Are contingency plans in place for operational changes such as re-closing, loss of catering or teaching staff, local tier lockdown?
31. Are all the hazards identified properly mitigated and regularly re-assessed?
32. Is each risk addressed given there are measures in place for
    a. Elimination: stop an activity that is not considered essential if there are risk attached.
    b. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
    c. Engineering controls: design measures that help control or mitigate risk.
    d. Administrative controls: identify and implement the procedures to improve safety.
    e. Is PPEE used in circumstances where the measures suggest PPE use?

In addition to the above, the following will need to be considered for pupils, parents and staff:

33. Is there a protocol in school to ensure symptom vigilance?
34. Are face coverings being work, stored and disposed of appropriately according to age and circumstances?
35. Dependent on risk assessments staff (and pupils) may be equipped with PPE for certain activities including Testing. PPE may include:
    a. Face coverings including where appropriate transparent face coverings.
    b. Gloves.
    c. Eye protection.
    d. Aprons.
    e. Shields (for lecterns, desk separators, staff desks, reception, servery).
    f. Sanitisers (gel and tissues).
36. Enhanced cleaning arrangements to:

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a. Toilets, door handles, knobs, locks, entry devices, taps, plugs, switches, handrails and regularly used hard surfaces.
b. Shared teaching equipment: keyboards, pens, remotes, copiers, printers
c. Musical instruments, balls, bats, bails, batons etc
d. Kettles, biscuits tins, milk containers, aprons, towels (if used) cloths, mops etc
e. Note: remove where possible soft toys, spare furniture and items that are hard to clean.
f. Testing site/area including process for spillages and waste disposal.
g. Consider limited the amount of time cleaners spend on specific tasks.

37. Consideration of how to reduce contact and maximise distancing between those in school, wherever possible, and minimise potential for contamination by:
    a. Using outdoor space.
    b. Altering classroom layout with desks facing the front.
    c. Staggering timetables for drop-off, assemblies, breaks, lunch, playtime, pick-up times.
    d. Consistent groups (bubbles) of pupils that do not mix unless absolutely necessary.
    e. SD in spaces such as halls and dining areas and groups are staggered through spaces.
    f. Recording groups and bubbles compositions in case pupils need to self-isolate.
    g. Separate testing areas.
    h. Improve ventilation.
    i. Place markers on the floor to indicate appropriate SD.
    j. Physical screens and splash barriers.
    k. Implement “drop zones” for passing materials between people.
38. Medical.
    a. Are ill staff and pupils or those tested positive in the last 10 days staying at home?
    b. Pre-existing medical conditions are fully declared?
    c. Have all vulnerable pupils, parents and staff been identified and recorded?
    d. Are extremely clinically vulnerable and clinically vulnerable able to return to school?

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e. Are those that have tested positive for COVID-19 recorded? (for elimination purposes)
f. Who has come into contact with anyone tested positive to COVID-19?
g. Who has travelled where (and when): other than home and school?
h. Have those who have been abroad self-isolated/quarantined for 10 days: if required?

39. Have all adhered to the external socialising rules set by the school for shopping, parties, day trips, games, play, activities and travel (other than home to school and return)?
40. Are plans for school events including plays, parent and teacher meetings re-assessed?
41. Educational Day Visits:
    a. Has the school undertaken full and thorough risk assessments for all educational visits to ensure they can be undertaken safely?
    b. Are children within their consistent groups and the COVID-secure measures in place at the destination.
    c. Does the school risk assessment consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues.
    d. Has the school consulted the health and safety guidance on educational visits when considering visits - https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits

Test and Trace (T&T) Process

42. Have explanatory T&T letters/emails been sent to parents/pupils, staff and governors?
43. Has the school a "COVID-19 Testing Privacy statement" and is it fully communicated to staff, parents, pupils and governors?
44. Has T&T data been recorded securely, and consideration been given to deletion after 14 days?
45. Do those that have had "close contact" with someone tested positive for COVID-19 know they are able to return to school if they agree to a test once a day for 7 days, and the test is negative?

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46. Have all those tested completed an age-appropriate consent statement (under/over 16)?
47. Are test instruction posters, booklets, FAQ and briefings readily available and apparent?
48. Is the test supervised by trained staff?
49. Do those self-testing have the testing kits, instructions and advice to ensure the proper testing procedures, result records and information to take the appropriate actions depending on result.
50. Are those pupils and staff unable to self-swab given additional help and support?
51. Is the testing area controlled to limit access to testers, those being tested and supervisors?
52. Is the process maintaining social distancing where possible, good hand and respiratory hygiene and keeping occupied spaces well ventilated?
53. Is the social distancing advice between testing staff and those being tested including distances between desks, chairs etc being observed or supervised?
54. Are the key layout requirements including staff met?
55. Are those staff assisting with taking the swab wearing appropriated PPE?
56. Has the process of swabbing followed the guidance and training?
57. Is the tested sample handled safely throughout the process and disposed of correctly?
58. Is the process for informing parents/pupils/staff understood and implemented?
59. Is the process of barcoding, recording and communicating test results accurate and supervised?
60. Is there adequate supervision/checking to ensure equipment is handled correctly and not shared?
61. Is the process of lost LFD, failed scans or damaged barcodes understood?
62. Whilst the extraction solution with lab test kit does not have a hazard label (there are no manufacturer anticipated hazards) are they appropriately handled, stored and disposed?
63. Are users and supervisors (where appropriate) reminded to follow LFD user instructions?
64. Does the training reflect hazards identified with testing and are these communicated to testing and cleaning staff?

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65. If a test is positive are those waiting for a Polymerase Chain Reaction (PCR) test self-isolating?

Working/Schooling at Home

66. Are those working/schooling at home:

a. Provided sufficient information and training to work safely?
b. Advised on suitable furniture and equipment?
c. Able to take regular break, stretching exercises, avoiding eye fatigue, etc?
d. Completed a Display Screen Equipment (DSE) assessment?
e. Kept in regular contact with the school and there is sufficient regard to their well-being?
f. Advised on stress and mental health?
g. Have an emergency point of contact and know how to gain help if needed?

Lateral Flow Devise (LFD) Testing (See LFD Testing Risk Log Template - https://docs.google.com/document/d/1IkBiLIzbt70nhM8QXg0Vy7OcW2zHyrop/edit

67. Are LFD Kits:

a. Supplied and distributed to school in time?
b. Store between 2°C - 30°C?
c. Managed and tracked?
d. Distributed safely?
e. Kept away from children?

68. Are:

a. Positive results reported?
b. All results properly reported and recorded by the individual and the school?
c. Incidents reported to help school identify emerging issues and these are reported to DfE/DHSC?
d. The incident protocols and feedback loop understood and implemented?

Space Management

Departments, year and activities groups must consider the following as part of the

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planning and risk assessments:

- Contact and mixing are minimised.
- Maximum use of outdoor spaces.
- Altering classroom layout with desks spaced 2m apart.
- Changing timetables so assemblies, breaks, lunch, playtime, drop-off and pick-up times are staggered.
- Small consistent groups (bubbles) of pupils (no more than 15 at the time of writing).
- Pupils to remain in "bubbles" at all times during the day with a minder or own set of teachers / assistants.
- "Bubbles" stay away from other people and groups.
- Where possible in and out routes are identified in buildings.
- Spaces such as halls and dining areas are used at half capacity.
- Groups are staggered through the indoor and outdoor spaces.

Some risk assessments should refer to specialist medical issues noting the importance of GDPR rules:

- Who has pre-existing medical conditions and are they fully declared?
- Have all vulnerable pupils, parents and staff been identified and recorded?
- For those tested positive for COVID-19 is it recorded (for elimination purposes)?
- Who has come into contact with anyone tested positive to COVID-19?
- Been sent home with COVID-19 symptoms (a cough, high temperature or shortness of breath)?

New School Rules

The following additional school rules are now a requirement for all pupils [students]:

- SD rules (which may be different for various activities) such as play, games, drama, music.
- SD rules (which may again be different) for classroom, playground, boarding house etc.
- Hygiene rules (if not already enforced and supervised):

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- "Catch it, bin it, kill it".
- Wash hands for 20 seconds"
- Before arriving at school and immediately after arriving at home.
- At every break.
- After all visits to the toilet and before / after meals.
- Rules for breaks, lunch and hydration.
- Content of packed lunched including allergen rules.
- External socialising rules for shopping; parties; games and play.
- Minimise all contact and mixing outside your class "bubble" during breaks.

Planning for Incidents / Emergencies

The school recognises that plans need to be revised to respond effectively to health and safety incidents and other emergencies that might occur during the COVID-19 era. Where relevant, the Head should ensure that emergency procedures are agreed for:

- Fire.
- Accidents and injuries.
- Infection during school hours, their isolation and return to home procedures.
- Other emergency evacuation.
- Security.
- Severe weather that limits pupil's learning, exercising or playing outside.

Inclusion for People with a Disability

The school will ensure that reasonable adjustments are made where possible to ensure that people with a disability (mobility, visual and hearing impairment, medical conditions and hidden disabilities) are protected in terms of temperature testing, hygiene solutions and emergencies.

During School

Once the documentation and plan have been agreed emphasis will focus on the implementation, effective management and monitoring of staff, pupils and the environment. This will include:

- Ensuring communication channels and messaging are working and regularly reviewed and updated.

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- Systems to communicate with parents and staff that have not returned to school for fear of infection.
- Robust feedback and reply system to ensure best practice and two-way communications for pupils, parents and staff.
- Registration throughout the day including temperature / health checks.
- Transit spaces (corridors), social zones (car parks, common rooms, playgrounds) supervised for SD rules.
- Maintaining information on bubbles / social class / activity groupings and where pupils / staff have travelled from (other than home and school), via app or written diary?
- Ensuring different age groups and class "bubbles" are supervised throughout and timetabling, length of the school day and exposure to other age groups is monitored and safe.
- Enforcing rules / procedures for hygiene standards for staff and pupils. Regular breaks for washing hands etc.
- School transport arrangements including SD, hygiene, PPE and cleaning.
- Drop-off and pick-up procedures – vehicle flow, in and out routes, parking, parents remaining in vehicles and SD outside gates and entrances.

All staff, volunteers, pupils [students], parents, visitors and contractors (if allowed) will be given a COVID-19 written brief before arriving at school and a verbal induction as they enter school for the first time on:

- Safeguarding, code of conduct, Health and Safety policy and their COVID-19 updates.
- SD and hygiene rules.
- Key contacts and locations (including isolation and temperature testing areas).
- Communications protocols and reporting procedures.
- Pinch points, site hazards and agreed control measures.
- Site specific instructions: speed limits, drop-off and pick-up, parking areas etc.
- Emergency arrangements (including contingency plans)
- Any specific clothing, nametags, PPE for certain groups such as visitors and contractors.

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