

# Newland House School



## Phased Return to School Policy

**This Policy applies to all sections of the school including the Early Years Foundation Stage.**

Updated:	May 2020
Updated by:	Bursar
Authorised by:	Chris Skelton, Head Governing body

### Contents

2	Planning the phased return and transition to school	Page 3
3	COVID-19 points of contact	Page 3
4	Phased return to school	Page 4
5	Risk assessments	Page 4
6	Space Management	Page 6
7	New school rules	Page 6
8	Planning for incidents/emergencies	Page 7
9	Inclusion for people with a disability	Page 7
10	During school	Page 7
11	Further information	Page 8

## **1. Introduction**

- 1.1 Newland House School is implementing a phased return to school from 1 June 2020 until such time as all staff and pupils are safely returned to school and operating in a fully open, safe and secure environment with no COVID-19 related restrictions.
- 1.2 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.
- 1.3 Newland House 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 , but also and as importantly:
    - Staff and volunteers;
    - Parents and guardians;
    - Guests and visitors;
    - Contractors and delivery services.
- 1.4 Ultimately, all need to know that Newland House School is a safe environment in which to operate and learn.
- 1.5 This Phased Return to School Policy is based on the following school documents:
  - General School Risk assessment.
  - Method statements and appendices to policies such as First Aid
  - Analysis and Planning Guidance.

## **2. Planning the phased return and transition to school**

- 2.1 Good planning and management are fundamental to the success of the phased return. Effective planning and consultation with all stakeholders including insurers, governors, 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.

## **3. COVID-19 points of contact:**

- 3.1 The COVID-19 point of contact for the school is the Head and his 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 the planning team to ensure messaging is clear, regularly updated and authorised for communication via ParentMail to parents or email and staff meetings for staff.
- Maintaining a complete record of all COVID-19 documents, publications and communications.
- Co-ordinating 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.

3.2 These responsibilities are delegated to members of the SLT who make up the COVID-19 Planning and Advisory Team (CPAT) and will meet bi-weekly (or earlier as required) to review matters or as changes are required. The CPAT/SLT comprises:

- Head
- Deputy Head (Academic)
- Deputy Head (Prep)
- Deputy Head (Pre-Prep)
- Bursar (and Clerk to the Governors)
- HR & Compliance Manager
- Admissions and Marketing Manager

## 4. Phased return to school

4.1 Currently government advice suggests, whilst recognising the safety of children and staff is of the utmost priority, that from 1 June 2020, the return to school should include:

- Nursery, Reception, year 1 and year 6, alongside priority groups.

4.2 The Government is keen for all pupils to return to school as soon as the scientific advice allows and recognising that this will then allow more families to return to work.

4.3 The return to “fully open” is likely to transition, if the conditions are safe, through the following stages:

Fully Closed	No one on site except residents, security and maintenance staff.
Open R	Teaching is all achieved remotely.
Open K	Key staff and vulnerable children in school. All other teaching remote.
Open B	In transition: with some boarders and Open K (above).
Open T	In transition: some teaching in school and some remotely (with some boarders?)
Open	Business as usual: with caveats – no visitors or trips.
Fully Open	Business as usual: no travel or trip restrictions.

## 5. Risk assessments

- 5.1 The school is required to carry out a risk assessment directly addressing hazards associated with COVID-19 and operating safely. As Newland House School has more than 50 employees the COVID-19 risk assessments will be published on the school website.
- 5.2 Assessing COVID-19 is particularly complex as the outcome of the many and varied risk assessments for one group within school e.g. departments, year groups, classes and activities will have an impact on other groups e.g. teaching staff, support staff, visitors and and pupils of other age groups. Therefore, it is key that each risk assessment complements all the others to ensure risks are identified and properly mitigated across the school.
- 5.3 Each risk assessment may require daily revision and should include but not be limited to:
- Social Distancing (SD) and other hygiene rules communicated, understood and applied.
  - Staff and pupils reminded and checked to ensure they are complying with hygiene and SD rules.
  - Whether there are sufficient supplies of hygiene materials and are they well placed around the school.
  - Has the cleaning regime been regularly re-assessed and, if necessary, revised.
  - Identifying precautions for keeping shared equipment (for example, keyboards, pens, musical instruments) clean.
  - Are high-risk areas being regularly monitored for hygiene?
  - Are SD rules different for various activities (play, games, drama, music) and locations (classroom and playground) and have all adhered to these SD rules?
  - Removing where possible, soft toys, furnishings and items that are hard to clean.
  - Is the re-allocation of indoor and outdoor space working?
  - Are all the hazards in the risk assessments properly mitigated and regularly re-assessed?
- 5.4 Note that the school is responsible, via the members of the SLT, for:
- Updating Safeguarding, code of conduct and medical policies and procedures so staff and pupils feel safe.
  - Government advice is regularly accessed, assessed, recorded, communicated and applied.
  - Changes are regularly reviewed by governors and communicated to staff, pupils and parents.
  - Insurers are consulted before the school re-opens and / or plans are amended.
  - Revising the policy for those wearing (or not) PPE.
  - Updating emergency procedures, fire drills and assembly points.

- Re-assess that access to school is controlled effectively and details of visitors etc. (if allowed) are recorded.
- Plans for school events including plays, concerts, parent and teacher meetings etc.
- Preparing contingency plans in place for the transition to full opening (or re-closing).

## 6. Space management

6.1 Departments, year and activities groups must consider the following as part of the planning and risk assessments:

- Contact and mixing are minimised.
- Maximum use of outdoor spaces.
- Altering classroom layout with desks spaced facing in one direction
- 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.

6.2 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)?

## 7. New school rules

7.1 The following additional school rules are now a requirement for all pupils:

- 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, clubs etc.
- Hygiene rules (if not already enforced and supervised):
  - “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 lunches including allergen rules.
- External socialising rules for shopping; parties; games and play.
- Tracing. All pupils, parents and staff log their travel details other than home and school.
- Minimise all contact and mixing outside your class “bubble” during breaks.

## **8. Planning for incidents/ emergencies**

- 8.1 Newland House 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 COVID-19 Coordinator / Officer 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.

## **9. Inclusion for people with a disability**

- 9.1 Newland House 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.

## **10. During school**

- 10.1 Once the documentation and plan have been agreed (including governors and insurers) 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.
  - 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, staff and governors
  - 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 , 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 – SD outside gates and entrances.

10.2 All staff, volunteers, pupils , 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: drop-off and pick-up.
- Emergency arrangements (including contingency plans).
- Any specific clothing, nametags, PPE for certain groups such as visitors and contractors.

## **11. Further information**

11.1 The SLT get daily updates from Update from GOV.UK – Coronavirus (COVID 19): guidance for educational settings. In addition, advice is obtained from ISBA, ISI and VWV.

11.2 This policy will be reviewed and updated as required in accordance with governmental guidance and best practice.