COVID-19 POLICY- ADDENDUM TO THE SCHOOL POLICIES

RGS

COVID 19 POLICY – ADDENDUM TO THE SCHOOL POLICIES

Newcastle upon Tyne Royal Grammar School

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This addendum of the Royal Grammar School Newcastle's Policies cover:

1. **Safeguarding and child protection policies & attendance policy**
2. **Student behaviour policy / Behaviour, Rewards & Sanctions Policy**
3. **IT Acceptable use policy**
4. **Anti-bullying & Peer-on-Peer Abuse policy**
5. **Staff behaviour policy / code of conduct**
6. **Safer recruitment policy**
7. **Selection & monitoring of contractors policy**
8. **Health & Safety Policy**
9. **First aid policy**
10. **Generic risk assessment for classrooms**
11. **Fire Alarm Procedure**

1. Safeguarding and child protection policy:

Our existing school policies continue to be compliant and fit for purpose. They recognise and respond to the key guidance documents:

- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Existing Local Authority / Safeguarding Partnership Advice and Guidance
- Additional Guidance in response to the Coronavirus Pandemic was published by the DFE on March 27th, and this annex to our existing policy reflects the advice contained within this document.

i) Responding to concerns regarding a pupil.

DSL (and deputy) arrangements

A DSL or DDSL will be on-site whenever we have children on-site, and staff will be aware of which DSL or DDSL is in school each week. Our DSL, Sarah Longville, will either be on-site or available remotely. In case of her illness, Naomi McGough, Deputy DSL, and/or Karen Wall, Deputy DSL, will be available. All staff, students and parents have been made aware that the usual protocols of reporting concerns still apply.

ii) Vulnerable pupils:

The DfE definition of vulnerable children includes the following:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child

- have an education, health and care (EHC) plan
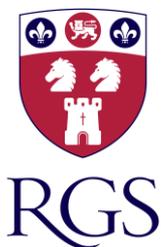
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

All students who met this criteria were assessed, and places in school were offered during lockdown. Where a student didn't take up the offer to come into school their social worker was notified, where appropriate, and/or they were allocated a member of the pastoral team to monitor them.

The Royal Grammar School Newcastle has its own definition of vulnerable students, and for each of those a "**Continuity of Care**" plan was put in place and ownership taken by their Head of Year or Learning Support.

Weekly reviews of these students will take place to assess their level of vulnerability.

iii)   Supporting <u>all</u> Pupils:

During this period, the vast majority of our pupils are not expected to attend school. These pupils do not currently meet the agreed definition of a **'vulnerable pupil'.**

Royal Grammar School Newcastle recognises our ongoing responsibility to provide advice, support and guidance to all our pupils and our staff are in regular contact with all pupils on our roll. Safeguarding these pupils remains **everyone's responsibility**.

We continue to seek to communicate with, and provide advice and information to all pupils using our Microsoft 365 suite. Our staff are aware of their responsibility to seek advice regarding any issue which causes concern and are expected to continue to adhere to existing school reporting and recording procedures for any potential safeguarding issue.

All teachers with a pastoral role were given a guide on their role during lockdown, with regards to registering attendance, monitoring wellbeing, and safeguarding protocols (for form supervisors and Heads of Year). (Appendix 1 & 2)

All students have been reminded via email and Teams of how to connect with support and advice during lockdown, and a centralised Senior School Student Hub on Teams has been created to hold these resources.

Our staff are aware of their responsibility to seek advice regarding any issue which causes concern and are expected to continue to adhere to existing school reporting and recording procedures for any potential safeguarding issue.

iv)   School attendance procedures

Following the DfE guidelines, we are not obliged to complete our usual attendance process or to follow up in non-attendance. However, for good practice we expect all students to register with their form supervisor each morning. Any non-attendees will be followed up by the form supervisor, and should reoccurrence of lateness or non-engagement happen then parents will be included and Heads of Year will follow up where necessary.
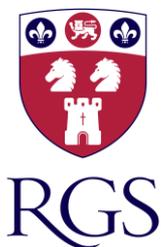
v)   Student Welfare and wellbeing:

Monitoring of student wellbeing via daily contact with form supervisors, and by regularly surveying students is to be maintained throughout the duration of lockdown. This includes exam students who would otherwise have left our daily care and monitoring. Wellbeing resources made available and to be regularly added to and renewed.

All students receiving bursary support have been contacted by our Bursary Outreach Officer and receive continued contact and support throughout the duration of the lockdown, where an assessment of welfare support been made. Where food security has been an issue we will endeavour to offer a range of support for students – on-site meals being available, financial subsidies or supermarket vouchers and also RGS community food parcels to families who have identified as in need.

vi)   Children on-site during lockdown:

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. Daily logs of attending students and staff are taken.

2. Student behaviour policy & Behaviour, Rewards & Sanctions Policy:

i)   Student behaviour:
The usual expectations of behaviour still apply. In addition to this, all students have been issued with the following:
- Remote-learning protocol. All students will follow an agreed remote-learning protocol (Appendix 3)
- Video-call etiquette (Appendix 4)

ii)   Sanctions and discipline process:
In the absence of the ability to use the range of detentions for different levels of sanctions, we will still apply sanctions at a Head of Year, or above, level, and look to use some form of restorative justice approach, to be judged on a case-by-case basis. This should include communication to parents.

3. ICT & E-learning acceptable use policy:

During the period where new working arrangements are in place we recognise that our pupils may be using a range of technologies and using on line materials, as well as potentially accessing a range of different sites as part of their home learning programme.

In addition to their existing acceptable use of IT agreement, all students should complete an acceptable use of IT for Teams video lessons agreement before using Teams video calls for lessons, which details expectations of behaviour and safeguarding considerations. Link

We will share appropriate and recognised on-line learning materials with our pupils only using means which have been sanctioned by the school, and we will ensure we continue to reinforce our expectations regarding safe on-line behaviour for all pupils during this period.

Where staff have a concern, then they must follow existing school reporting procedures and our on-line safety policy.

Parents receive reminders through School communications about e-safety issues and points of support and advice.

4. Anti-bullying Policy and Peer on Peer abuse Policy:

We recognise that during the period where new working arrangements are in place, some pupils may be potentially vulnerable to different forms of abuse, including Peer on Peer abuse. We will continue to respond to any concerns which may arise. Staff must follow existing reporting arrangements, discuss concerns with a DSL and continue to follow the guidance set out within our existing policy. Regular reminders of how students can report concerns, or access support and advice are to be sent out, and information to be accessible
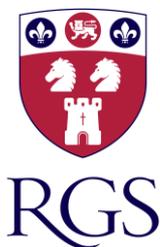
(Senior School Student Hub established on Teams & Tootoot re-launched for all senior school students).

Parents will be reminded about how to raise concerns and how to contact in school. Signposts to external points of support and advice also given to parents through regular communications.

5. Staff Behaviour Policy / Code of Conduct Policy:

i) Remote-learning & video calls:

In order to protect staff and students the following protocols were put in place to supplement the existing Staff Behaviour Policy:

- Staff safeguarding protocols (Appendix 5)
- Video-calls protocols (Appendix 6 and 6b)

ii) Exceptions to the above for One-to-one video calls:

Requests for regular communication with students on a 1:1 using video-calls was looked at by the DSL and approved on a case-by-case basis. Where this was deemed appropriate, the following expectations apply:

- To gain consent by a parent / guardian (evidenced by a form or email) of scheduled Teams video-calls between the member of staff and the student
- That the calls are scheduled so the student and parent know in advance
- That a log of video calls and consent from parents/guardians is kept by the teacher, and shared with their line-manager & DSL
- That a line-manager is included in the video-call Team as an opportunity to quality assure that safeguarding practices are being met
- The exception to this was made for some VMTs who don't have access to our Microsoft Office 365 suite, so could use alternative accounts prearranged and agreed to by the parent / guardian of the student (Appendix 7)

iii) Staff welfare and wellbeing:

We acknowledge how challenging working remotely during lockdown can be in all individuals and families. A plan of how to monitor and support staff was put into place **(Appendix 8).** Regular opportunities for staff to report their wellbeing, health and workload are to be offered throughout the lockdown phase, and ways to support is regularly revised.

iv) Responding to concerns regarding staff conduct / behaviour

All staff are aware of their responsibility to report any concerns regarding the conduct or behaviour of colleagues. Our Whistleblowing Policy clearly sets out the reporting process, and this reflects the key messages set out in Part 4 of KCSIE 2019.

Should staff have any concerns they must follow existing school procedures.

6. Safer Recruitment & Staff training and Induction

The DfE have given extensions to deadlines for refresher training for DSLs. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. In order to support staff and keep children safe:

Where new staff are recruited, or new volunteers will continue to be provided with a **safeguarding induction**.

We remain committed to the principles of Safer Recruitment practice and guidance as described in KCSIE 2019 Part 3.

Should volunteers be permitted to support the school, we will continue to undertake all
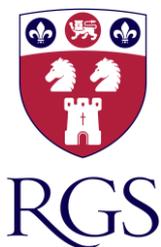
appropriate vetting and checking procedures and ensure we are compliant with the principles of regulated activity.

7. Selection and monitoring of contractors

Contractors will be asked to demonstrate that:

- They have appropriate Covid-19 risk assessments and SOWs in place.
- Have suitable PPE available for their staff

All contractors will be briefed on RGS Covid-19 specific procedures that are relevant to the work to be carried out.

8. Health and Safety Policy

This Health & Safety Policy should be read in conjunction with the RGS Covid-19 specific risk assessments and SSOW.

9. First Aid Policy

To this end the school will provide:

- Face masks and gloves for all staff and in additional visors and gowns for school medical staff.

Staff qualified to provide first aid will:

- When providing immediate care staff will assess the situation and maintain social distancing where possible. If the injury is minor and the necessary treatment can be self-administered by the injured individual then First Aider should instruct the individual of the steps to be taken.
- A qualified nurse or first-aider will be on-site at all times that students are, and will assess the injury and decide whether it is treatable within school or an ambulance should be called.

10. Generic risk assessment for classroom teaching

30. COVID-19 specific factors: - Prevention of cross contamination – PPE, Cleaning - Social Distancing - Emergencies	🟢 ⚪ ⚪ 🟢 ⚪ ⚪ ⚪ 🟡 ⚪

11. Fire Alarm Procedure

FIRE ALARM IS ACTIVATED IN MAIN BUILDING/LMA BUILDING/TEMPORARY CLASSROOMS/STC/ BRANDLING/DINING HALL/KITCHEN;
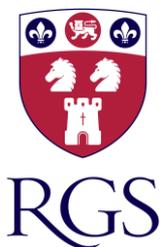
- Staff in charge of students evacuate the building where the alarms are sounding.
- All persons should leave the building as quickly as possible. It may not be possible to maintain social distancing during evacuation but it is more important to leave the building promptly.
- Once at the assembly point social distancing should be resumed as far as reasonably possible.
- A roll call of person know to be in the building should be taken.
- Caretakers check specific alarm call point and if alarm is genuine notify the Head/ Bursar/Deputy Head for a decision whether to evacuate any other buildings. If decision is to evacuate other building(s) SLT or office staff to activate clearing bell in other buildings.

Appendix:

Appendix 1: Form Supervisors' Guide for the period of remote learning:

1. Please read the **Safeguarding process and protocol advice for remote learning** located on the next page. If you find yourself in a tricky situation please don't hesitate to contact SJL for support and advice

2. If you become poorly and unable to maintain this pastoral link then please follow the normal protocol of letting TEK (or JNM in the Junior School) know, but also please could you let the HOY know too, if possible?

3. Please aim to make contact with all members of your form at least once a day to maintain a direct pastoral link – even if it's just a "good morning!" message, and a thought for the day. The Microsoft Teams app may be a good way to do this? Or just simply emailing the class.

4. If you have any student in your form who is already receiving some form of wellbeing support in school then you will have been made of who they are by their HOY (or JNM). Please keep in touch with the HOY to ensure that student is okay.

5. Please keep a log of their registration with you on the spreadsheet shared by your HOY (or JNM). Should any student not register with you then please follow up with them or a parent directly. If a pattern of poor attendance starts to form – then inform the HOY straight away.

6. Please aim to set a "form time" activity at least twice a week. Some suggestions below:
   PSHE topic for discussion
   Newspaper article to read
   Indoor exercise routine to try
   Mindfulness activity

Jan 2021: Form supervisor role during remote-learning:
Registration:
Please continue to host form-time and registration time at 8.45am (8.30am in the Junior School) each day during your form's period of remote-learning. Should an assembly be scheduled you and the form will be informed of any changes to timings.
We don't use ISAMS to register during remote-learning, so instead please use the Year group spreadsheet that will have been shared with you by your Head of Year. This will collate the attendance during remote-learning for the Year group as a whole, and will allow the Head of Year to monitor attendance.
Absences:
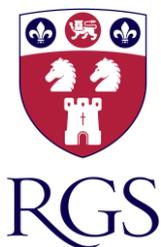
Illness:

We *should* still be being alerted by a parent should a student be unwell and not able to attend remote-school. You should have been made aware of this, and so an *I* code can be put into your spreadsheet.

One-offs:

If a student misses registration with you then please follow up with a Teams chat message asking them to explain their absence from registration. Mark them as absent on the spreadsheet in the meantime.

Should the student not get back in contact with you about their absence then please contact their parent and let the HOY or AHOY know by logging it on CPOMS.

Recurrent absences:

If a student misses registration a second time, then please email or call their parent to report this to them, and log this on CPOMS alerting the HOY or AHOY (JNM).

What if they have a covid "absence"?

If the illness is for covid reasons but they are well enough to attend lessons then we would expect them to still attend registration and form time. Please just register them as present on your spreadsheet (the *X* code will be input into ISAMS by Lois) and chase them up if they don't attend your form time.

If they are too unwell for lessons due to covid reasons then just record that on your spreadsheet as an absence (*I* code).

Wellbeing checks:

Please make sure you check in daily to see how everyone if coping with the remote-learning. Some ideas of how to monitor their wellbeing are listed below – these are examples of some of the things that worked well during the Easter term lockdown.

Please remind your forms that there is advice and support available to them whilst they are working from home – The Student Hub has a Wellbeing page with a range of resources there, plus they can use Tootoot to share a concern, or they can access remote counselling with Alex still.

There are also support pages on the Student Hub to help with IT issues, such as training videos on how to use OneNote, Teams and Assignments if they get stuck.

Remember, many of the Year 3s, Year 5s, Year 7s, Year 12s and a handful of other students will be new to working remotely, so this may feel really strange and potentially very challenging for them.

Ideas for Wellbeing and registration checks:

7. On a Form Teams chat, select an emoji to reflect how they are feeling that day 😊

8. Create a Forms survey which is a private way to monitor mood – use the Star ratings to show how they're feeling about workload, working from home, mood, coping with their IT…..etc.

9. Nominate a remote "buddy" for each person in your form for the period of remote-learning – get them to Teams chat a message to each other regularly and for them to report back any concerns to you.

10. Nominate an IT champion in your form, who can host an IT-support "clinic" during one of your form times – get the form to post questions onto your form Teams page, and host a Q&A one form time.

    11. Take them through Headspace app and host a mindfulness moment
    https://www.headspace.com/educators

Appendix 2:

Heads of Year Guide for the period of remote learning:

1. Please read the **Safeguarding process and protocol advice for remote learning** located on the next page. If you find yourself in a tricky situation please don't hesitate to contact SJL for support and advice

2. Please consider any students in your Year group who may already be receiving support for their wellbeing, and create a **continuity of care plan** for them. Please ensure the student and/or parent, plus their form supervisor is aware of it

Appendix 3:

Video-call protocols:

Student protocols for using video-calls for lessons:

Only use school-registered accounts, never personal ones	Choose a location from home that is "appropriate" - think about what is on display around you and ensure you are dressed appropriately

Who can I contact and when?

You should never contact a teacher on a one-to-one call. Only use video-calling as a group.	Only make school-related video calls during school hours, and wait for your teacher to start the call. Make sure everyone in your household knows a video-call is about to happen!

Remember to use the school system appropriately:

Whether you are using the video, chat or messaging functions, remember it is all logged on the RGS system and we won't tolerate inappropriate use	If something goes wrong, or you are made to feel upset or uncomfortable, then tell someone: a parent, form supervisor, Head of Year etc.

Appendix 4:

Teams Meeting Etiquette – *for Students*

Running meetings via Teams has been a new challenge for the teaching staff, and there has been a steep learning curve to make things work as well as they have been. With no immediate end on sight for this period, we must continue to make remote learning work. With this in mind, there are a number of things we would ask that students support to help the teaching staff running lessons:

- Please wait until your teacher has started any online lesson using Teams before joining. If you do accidentally join early, please keep your camera and microphone off until they arrive.
- Please make sure you are dressed appropriately and that the space you are using for the online lesson is conducive to a working meeting and won't cause offence to others. Remember, keeping your camera off or blurring your background are options in Teams.
- Once the lesson has started, please keep your microphone on mute, unless directed otherwise by the teacher.
- The Meeting Chat function should only be used by students if directed to it by the teacher, and then anything posted must only be focussed on the lesson content. This is not an appropriate mechanism for messaging between students, unless agreed by the teacher in advance. This also applies to any collaborative spaces, e.g. a whiteboard, that may be used alongside Teams.
- Removing fellow participants from meetings / lessons or muting fellow participants during meetings / lessons is never appropriate for students to do.
- When the teacher signals the end of the meeting / lesson, all students should leave promptly and not continue talking after the teacher has left.

Your help with this is really important to ensure continued quality remote learning activity. Thanks very much.

TEK

Appendix 5:
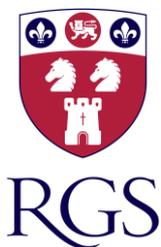
Safeguarding for teachers during remote-learning:

This is a guide aimed at protecting staff and students whilst they both work from home

Group work (teacher to class):

- All Office 365 tools are monitored by our school, so that adds a level of safeguarding for staff and students: One Note, Teams, email etc. The times and content are logged on our system. This makes this method the best way to communicate remotely with a class.

Individual communication (teacher to student):

- Never give out your private email, phone number or social media contact to students.

- All contact with students should be via our Office 365 tools. These offer the accountability which gives us all the safeguarding assurances and protection, so should be the only method of engaging individual students in a two-way conversation.

- Don't phone a student directly nor ask them to phone you. If you need to call a student you should phone their parent first. If you need to call a child's home then dial 141 at the start of dialing the number to hide your number

- If a student asks a question via email and a direct, verbal conversation would be the best way to explain it, then it may be worth considering how to do that. For example, should you host a chat with the whole class via Teams at a given time and answer all questions at once? Do you share the question in your discussion group and offer the feedback to all as a learning point?

If you find yourself in a tricky situation please don't hesitate to contact SJL for support and advice

Teams call flowchart

Teams call with student and teacher off-site: Aim to avoid having 1:1 voice or video calls at all times

During a Teams call you find yourself alone with a student. What should you do?

Best option: tell the student you should end the call and move onto the Chat option to continue the conversation

What if a video conversation is ESSENTIAL in this instance?

EITHER

OR:

Advise to hang up and call back 1:1

Press record button

Go to the Office 365 Stream App to access your video in *My Content* and you should *share* the video with a DSL (SJL, NCM, LS)

This does not automatically post onto a Teams group – but do not delete it

NEVER store downloaded videos, images, calls onto your own device!

Always remember to delete your downloads file

Speak to one of the DSL team if you are worried

Press the record button

Be aware! – the video automatically posts onto your Teams post for all the Team to see, so after you need to…..

Go to the Office 365 Stream App to access your video in *My Content*. Select the relevant video post. Click on the pencil icon to edit the settings. Go to *Permissions* and unclick the "Allow everyone…" box

Do not delete the video from Stream but share this with a DSL which you can do in the *Permissions* box

Teacher protocols for using video-calls for lessons:

Only use school registered accounts, never personal ones

Choose a location from home that is "appropriate" - think about what is on display around you and how you are dressed

Who can I contact and when?

You should never contact a student on a one-to-one call. Only use video-calling as a group, and during school hours

You should start the call with a reminder about the ground rules are, and remind them all to alert their household! When the call ends make sure you are the last to leave

Remember to protect yourself:

It is good practice to make a log of your video calls and share that with your HoD

If something goes wrong, or you are made to feel uncomfortable, then tell your HoD or DSL straight away.

Appendix 6b:

Interim guidance for 1:1 video calls during remote learning whilst the issues with the Stream App get resolved:

1.

Q: What should I do when I need to have a one-to-one video call with a student when we are both working from home?

A: It would be a good idea to set up your own "My Meetings Team". Use this Team to set up and host meetings you need to have with individual students. Remember to record those meetings, and then they will be automatically posted onto that Team post. It will not then be video that is accessible to other students, so a safe and relatively private place to store the video, whilst you can't control the settings on the Stream app.
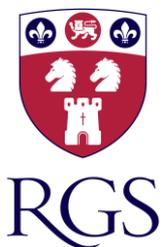
It would be another level of good safeguarding practice for you and the student to include another member of staff in that Team – for example your HOD, HOY or one of the DSL team. This means that *theoretically* they could drop into your calls at anytime, and / or they also have sight of the numbers and times of your interaction with any students.

Always let SJL know you have had a one-to-one video call with a student. If this is a regular event then just create a log and send it weekly/half termly.

2.

Q: If I have been given consent by a parent to make a one-to-one video call do I still need to record it?

A: No, it is not totally necessary, however it is good practice to do so to protect you and also the student. However, it is imperative that you log the call on CPOMS and also evidence of the permission you have been given by the parent.

3.

i)

Q: What if I'm in a lesson and a student stays behind to talk to me?

A: In this instance, ideally tell the student to hold on and you will call them back on your private Teams group, and explain that if you recorded on their class Teams then it would be posted on that Teams page for all to see. Then follow the answer to Qu 1 above.

ii)

Q: But what if it's a safeguarding issue or something sensitive?

A: If the situation warrants you to keep the student on the video call as they are disclosing something really serious, sensitive, or they are in the moment then it would be wrong to stop the call. In this instance **don't press record** but do keep the conversation going and then alert SJL, NCM, or KW about the conversation. Follow up by then logging it on CPOMS with the details of the disclosure or incident.

4.

Q: How long should I keep the recording for?

The recording has an automatic expiry date of 20 days.

SJL January 2021
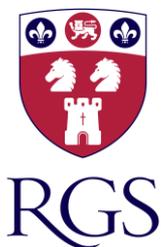
Consent for individual music lessons via video-calls:

Individual music lessons during period of school closure

Dear parent / carer

In the instance of the school having to close we are keen to try to support and maintain the progress of the students who take lessons with the visiting music teachers. Should a closure occur the music teachers would be able to offer a lesson via Zoom (or similar), but this, understandably, comes with some additional considerations:

In order to facilitate this it would mean that a parent or carer in the family would have to have their own Skype or Zoom account, and that they are happy to make that contact directly with the music teacher's private account.

We would not allow a child's personal account to be used.

Given that private social media accounts are being used we also require a parent or carer to be present during the lesson. It would be down to yourselves and the music teacher to arrange a mutually convenient time for the lesson, hopefully to work around your work and care commitments.

Kind regards

Zlatan Fazlic

If you would like to organise a lesson remotely, please could you sign and return this form to me to give consent, and agree the following?:

Tick:

○   I will ensure that contact will be through a parent's / carer's Skype/Zoom/other account

○   I will ensure that a parent or carer will be present with my child during the lesson

Signed: ....

Print name: ....

Date: ....

VMT protocols for using video-calls for lessons

Preferably, use school registered accounts, never personal ones. You may only use a personal Zoom account for a lesson after having shared a completed consent form with Jill Graham

Choose a location from home that is "appropriate" - think about what is on display around you and how you are dressed

Who can I contact and when?

You should never contact a student who is at home on a one-to-one call unless you have given Jill Graham a copy of a signed consent form giving you permission to do so

You should only video-call students during what would be deemed school hours (7am-7pm Mon-Fri)

Remember to protect yourself:

Make sure you have shared a log / timetable of when you have had video calls with a student

If something goes wrong, or you are made to feel uncomfortable, then tell ZF/JG/SJL straight away

Appendix 8:

Staff Welfare

At this difficult time, it is crucially important that we not only focus our efforts on supporting students during the weeks ahead, but also our staff, and that we look out for each other.

With this in mind, can I please encourage Heads of Department, Heads of Section and Line Managers to keep in close contact with each member of your team to offer guidance and support, as you would do normally at times of difficulty. However, all staff members clearly have a part to play in monitoring the welfare of colleagues, and looking out for each other and following up any concerns is obviously really important too at this time, please.

We may also have to consider that many of our community are working parents or have other caring roles, which will add another level of difficulty to the situation.

If a member of staff is struggling or is feeling ill during the working day, then they are asked to bring this to the attention of their Head of Department, Head of Section, or Line Manager, or go straight to the medical office for support if they cannot be found, or if it is personal, of course.

If a member of staff is ill and not able to come in to work, the protocols for this are set out in the Attendance and Absence Management Policy in the Staff Handbook.

Should we have to part or fully close, then this system must obviously continue to operate even though certain colleagues may not be in school. With this in mind, should this occur we would still expect:

- Heads of Department, Heads of Section and Line Managers to keep in close contact with each member of your teams to offer guidance and support, as you would do normally at times of difficulty. Daily contact, please, and done remotely if necessary. Next immediate line managers or a nominated deputy to stand in if the Head of Department, Head of Section or Line Manager is not well enough to fulfil this role.

- All staff members to play a part in monitoring the welfare of colleagues, and to look out for each other and follow up any concerns as necessary.

- If a member of staff is struggling or is feeling ill during the working day, then they are asked to bring this to the attention of their Head of Department, Head of Section or Line Managers, remotely as necessary.
  Contact with the medical team will also be possible via nurses@rgs.newcastle.sch.uk.
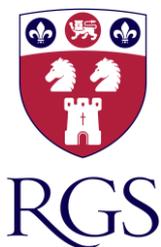
School counselling support for staff is still available during lockdown – with the option of on-site appointments or remotely using Zoom. An alternative route of counselling support has been promoted through the use of the Workplace Options scheme.

- If a member of staff is ill and not able to work the protocols in the Attendance and Absence Management Policy for this still apply. Contact with the Bursar, Deputy Head or Junior School Head are expected, and also their Head of Department, Head of Section or Line Manager. This is primarily to make sure that the colleague struggling is OK and that they have everything that they need to support their recovery, but is also in place to allow organisation of any cover that might be needed. If the Bursar, Deputy Head or Junior School Head are not well enough to fulfil this role then a nominated deputy will be organised and advertised.

- Our usual contact times apply, so please aim to avoid sending contacts out beyond the 7am-7pm Monday-Friday norm.

Please note that access to the school counsellor also remains possible through counsellor@rgs.newcastle.sch.uk. Alex is exploring ways to offer support remotely, that is accessible to us and maintains the usual level of confidentiality. Remember that Workplace Options is also available to you for advice and counselling support.

Please note also that it would be a good time to check that you have your SLT contact card available and easy to access.

Regular optional staff wellbeing surveys will be sent out during remote-learning via Forms.

CHANGES LOG:
Jan 2021:
- Amendment of Form Supervisor instructions
- Adjustment of video-call protocols and how to respond to one-to-one video calls for teachers
- Amendment of guidance for VMTs remote-lesson guidance
- Amendment of the definition of *vulnerable pupils* in line with the DfE guidance
- Amendments to staff welfare to reflect the present provision of counselling support

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