Coxlease School – Infection Control (inc. Remote Learning)

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Rationale and Aims

- To provide a safe environment for all pupils and staff in the event of a rise in the covid cases.
- To implement a range of additional measures as and when required.
- To provide high quality online education for children to ensure the best possible outcomes.
- Provide teacher with time to assess pupils progress on a daily basis and ensure planning continues to be personalised.
- To ensure rigorous safeguards are in place for staff and pupils in line with Government guidance and expectations.
- To ensure staff are clear on procedures regarding reporting concerns when dealing with issues that may arise.
- To ensure a clear plan and structure in place regarding safety/wellbeing checks.
- To ensure that personal Data and GDPR are acknowledged and protected and in line with government legislation and Priory Policy.

Context and Latest Guidance

We will follow Government guidelines in relation to generic control measures. Therefore, in line with our ongoing risk assessment, we will:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Self-Isolation and Management of Cases

At Coxlease School, pupils will not be required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

Positive Cases amongst child(ren)

- Parents/carers to inform school as soon as possible in the instance of a positive case with their child.
- Headteacher to notify DFE and PHE and record positive case incident on DATIX.
- School to send 'warn and inform' letter to parents and specifically indicate to parents which children would count as close contact.
- Headteacher to notify staff who may have been close contacts.
- Close contacts either identified by school or contacted by track and trace are eligible to request a PCR test and should do so under current guidance.
- There is currently no isolation requirement for close contacts and close contacts are also able to come into school whilst they await their PCR result.
- All positive cases confirmed should follow government guidance.
- Pupils should NOT be sent into school if they a) have received a positive PCR test b) have received a positive LFT and are awaiting a result of their PCR test. c) are symptomatic. Parents should follow NHS and Government guidance on this.
- If cases remain within the pupil population and no staff are testing positive, in line with the latest guidance, there will be no disruption to the school.

- However, when 2 or more positive cases have been confirmed, this is confirmed as an outbreak and therefore additional measures (as advised on each case by the DFE) may need to be put into place i.e. additional ventilation etc.

Positive Cases amongst staff

- Staff to inform school as soon as possible in the instance of a of a positive test result.
- Headteacher to notify DFE and PHE and record positive case incident on DATIX.
- School to send 'warn and inform' letter to parents and specifically indicate to parents which children would count as close contact.
- Following DFE and government guidance, positive staff members are responsible for informing Track and Trace of colleagues they have been in close contact with. If staff members do not have contact numbers of those colleagues, they can request support from SLT to inform them that they are close contacts.
- Close contacts contacted by track and trace or school are eligible to request a PCR test and should do so under the current guidance.
- Staff should not come into school if they a) have received a positive PCR test b) have received a positive LFT and are awaiting a result of their PCR test. c) are symptomatic. Staff should follow NHS and Government guidance on this.
- When 2 or more positive cases have been confirmed, this is confirmed as an outbreak and therefore additional measures (as advised on each case by the DFE) may need to be put into place i.e. additional ventilation etc.

Staffing numbers can have a significant impact on the capacity for the school to run as normal, and if the minimum staffing threshold for both sites cannot be met and additional staff cannot be sourced, then the decision may be made to close group/s down and put in place virtual learning. We will avoid this measure at all costs. Only in extreme circumstances will the entire site be closed.

Staff will still be expected to come into school, unless positive, to support residential placements in education and to provide online learning sessions to pupils via Zoom.

LFT Testing

The school continue to follow the guidance as set out by the Government and DFE in relation to LFT testing.

The test packs are sent home once per half term for all pupils of secondary age. Parents are asked to complete the LFT test at home twice per week and notify us instantly if an LFT result is positive.

Operational Measures in Outbreak Situations

The SLT, in morning briefing, will discuss the ongoing situation with Covid-19, and will make operational decisions in the best interests of safety and in line with the latest guidance.

As and when we feel it is reasonable, we will implement the following measures in line with our pre-July 2021 approach:

Visitors to Site
Visitors are to be kept to a minimum during the pandemic. The Operations Director – Rob Page (or Ant Merriman in his absence) must approve any visitors required to attend site.
- Site Visitor Covid-19 Declaration Form V06 – must be completed before visit
- All visitors to our sites are required to have a temperature check and provide contact information via the sign in app in reception. This will include delivery drivers, anyone conducting training, parents, inspectors etc. This information will be stored securely to be used if necessary for NHS track and Trace.
- A pre visit risk assessment must be complete and signed by the Operations Director before visit

Hand washing strategies:
All pupils and staff are encouraged to wash their hands regularly following the advice of PHE posters, which are displayed, through the sites. In addition to these posters, we constantly educate our school community on importance of good hand hygiene using child friendly resources.

Cleaning:
Cleaning at Coxlease School follows the Priory guidance on site cleaning requirements
COVID-19 GROUPWIDE SOP9 - SITE CLEANING REQUIREMENTS
http://prioryintranet/home/code/intranet/default.aspx
In addition to the above SOP – high hand traffic areas are cleaned before school and around lunchtime – these areas are cleaned with anti-bacterial wipes.

Covid Secure School:
Coxlease School has implemented a Covid secure bubble setting. Our school community has been reviewed to reduce the risks of infection to pupils and staff. It is vital that we focus on individuals' safety in the light of positive Covid test results. PHE promotes a social distance of 2 metres when away from your household. We have used this principle to guide our group sizes. When we deem it appropriate, Coxlease School will spilt into five bubbles:

- KS2 – This bubble includes the following tutor groups – EF, MC, MSp, LH
- KS3 – This bubble includes the following tutor groups - MP, NJ, NT, SM, RC
- KS4 – This bubble includes the following tutor groups – LC, SB, KC, LB
- P16 – The Hub
- P16 – The Skills Centre

In addition to the teaching areas, each bubble has a dedicated outdoor space to play –

- KS2 – Wooded park area
- KS3 – Outdoor Gym
- KS4 – Playing field. Sports hall
- P16 – Various sites

Pupils will not cross bubbles at any point during the school day. Staff will not cross bubble as much as possible to avoid cross contamination. In the event of a member of staff needing to teach in a different bubble – they will be required as much as possible to remain socially distanced from the bubble.

Lunches – to ensure we are keeping to bubble, we will stagger the lunch times sittings so that all key stages are kept separate.

Remote Learning - Safeguarding teachers and pupils online

- Teachers should follow the same expectations of behaviour and professional conduct as set out in their induction file and various policies available on the Intranet regarding:
  - Use of Social Media
  - Sharing of personal information
  - Professional boundaries and relationships with Parents and Pupils
- Platform – All staff will use Zoom as a platform for remote learning. Only pupils whose parents have given consent are allowed to access this form of remote learning. All Zoom accounts that staff use must be set up using staff's school email addresses and log in details should be made available to senior staff where required.
- Consent – All parents will have 1:1 conversations regarding the use of Zoom as a Platform. Parents will have communicated to them the Zoom log in details for each lesson. This will also be made available to senior staff to Quality Assure lessons as well as to provide Safeguarding checks.

- Live streaming – Remind pupils to not share personal messages throughout the lesson. Ensure privacy settings are set up which only allows those that have been provided with the Zoom ID and Passcode to join the session. Instantly shut down the Zoom session should someone try to join who is unknown. Even if you have not allowed them entry, if unknown the meeting information has been compromised and therefore a new meeting ID and Passcode needs to be set up. To aid this:
  - Ensure that students are kept in the waiting room at the beginning of the session so they can be invited in as the host.
- Professional boundaries – Backgrounds to staff screens should be neutral. Most online Zoom sessions will be set up within school. However, on occasions where lessons are lead from staff homes due to isolation, the background needs to be neutral or even better, set with the 'green screen' function Zoom provides.
- Adult to pupil ratios – Teachers can lone work with students up to 3, mitigated by an open invite for any senior member of staff to 'drop-in' at any point to quality assure.
- For groups over 3, two members of staff will be in lessons undertaking the teacher and TA role.
- Contacting children at home – Staff may need to contact pupils on a 1:1 basis to give feedback of work etc. Staff should do so during their normal working hours. Pastoral and therapeutic sessions can take place 1:1, however only after a risk assessment has been completed by staff and approved by senior leadership. Use ONLY parents/carers telephone/email addresses to make contact with pupils and only use school telephone devices and school email accounts to communicate.
- Wellbeing within sessions - Ensure that students have access to the waiting room area should they need a therapeutic outlet during any sessions.
- Teachers to continue to remind pupils and deliver discreet sessions on using the internet. There is further supporting documentation for both staff and parents in the 'Supporting Guidance' section below.

Remote Learning - Reporting Concerns

- It is essential, as it would be for non-remote learning – that any upsetting or harmful content is reported to the schools Designated Safeguarding Officer.
- Whilst harmful content should be minimised as Virtual Learning rooms are set up by staff, in the course of completing their work, children may encounter harmful or upsetting content. They should be encouraged to use the following to report content of this nature: Report Harmful Content - We Help You Remove Content
- It is important that staff raising any concerns must contact either the DSLs instantly. Concerns should be recorded as soon as possible onto CPOMs and staff must make themselves available should the DSL require further information from you. Staff should take instant action if they believe a child is at harm. If required, the DSL or Dep. DSL can report this concern onto external agencies and authorities.

Remote Learning – Specific expectations for Staff Delivery – The Three I'S

Intent:

- To ensure that all students are supported remotely by implementing manageable, bespoke and flexible programmes of work that best reflects that curriculum plans and is conducive to progress.
- To ensure that all parents and carers are supported by the school so they feel confident in assisting their children with varied and meaningful activities.
- To ensure that rigorous communication takes place that supports children both from an academic and wellbeing perspective.

Implementation:

- Upon an outbreak situation (2 or more cases), all parents/carers will be phoned to identify who will remain at home in line with operational review.

- During this call, the following options of remote learning will be offered:
  - Work packs sent home via post supported by timely tutor phone calls for marking and feedback.
  - A personalized classroom space with activities to complete supported by timely tutor phone calls/email responses for marking and feedback.
  - Remote learning lessons that can be accessed from home.
  - 1:1 telephone sessions (if availability permits).
- A remote communications log will be implemented for each student. Once we identify who will be working remotely, a weekly programme of activities will be drawn up with parents/carers contacted weekly with updated plans.
- All staff given login details for Zoom Education and other subsequent tools such as Google Classroom, if necessary.
- Remote learning will begin on the onsey, with all students given necessary log-in details for their preferential way of working.
- Pupils, as best as possible, should be complete literacy and numeracy every day. An example timetable is shown below: (Please note that this will be entirely individualized for each pupil):

	KS2 (per week)	KS3 (per week)	KS4 (per week)
Core	Up to… 3hr 45 mins of literacy 3hr 45 mins of numeracy	Up to… 3hr 45 mins of literacy 3hr 45 mins of numeracy	Up to… 3hr 45 mins of literacy 3hr 45 mins of numeracy
Non-core	3hr 45 mins of other curriculum subjects, including science, animal care, art, learning journey, P.E and P.S.D.	3hr 45 mins of other curriculum subjects, including science, animal care, art, learning journey, P.E and P.S.D.	1.5 for each additional option choice (2 or 3)
Personal and Social	If applicable, any other wellbeing activities such as: - Colouring - Yoga - Reading for pleasure - Mini STEM projects.	If applicable, any other wellbeing activities such as: - Colouring - Yoga - Reading for pleasure - Mini STEM projects.	If applicable, any other wellbeing activities such as: - Colouring - Yoga - Reading for pleasure - Mini STEM projects.

- Staff will be personally emailed with expectations for the first week.
- Tutors will call pupils at least once and week and will maintain communications log.
- There will be at least 1 member of staff every afternoon to support parents/carers/pupils with academic support.
- Rebecca Ember will be implemented as a Remote Learning Liaison Officer. Her responsibilities will include:
  - Liasing with parents/staff to ensure clarity with timings/technical guidance/communication.
  - A weekly newsletter with alternative activities that can support pupils in their remote education.
  - To be on full time support (during school hours) if parents/carers needs support.
- Any safeguarding issues will be reported to SLT.

Impact:

- Pupils will make progress and, as best as possible, follow the curriculum plan for the spring term.
- Pupils will feel safe, happy and supported by the school.
- Pupils will feel confident to return to the school when this occurs.
- Pupils continue to work towards accreditations to ensure best possible outcomes.

• Ensure opportunities for assessment so personalised learning will still take place.
• Pupils, upon their return to school, will find the curriculum accessible.

Remote Learning – Specific expectations for Staff – General information provided to staff
• Further to the intent, impact and implementation of remote learning, teachers need to ensure all work is personalised where possible, to ensure all learning meets the individual leaner's needs. This may refer to font size of work provided or movement breaks considered within zoom lessons.
• Zoom calls need to be made from a work email address (not personal address). Ensure your work email address is registered with a zoom account. Zoom name to be staff member's name.
• Zoom calls need to be set to feature the waiting room, allowing the teacher to admit pupils before they can join the call. Schedule meeting to recur, therefore using the same ID and passcode. Conversely, this will simplify logging on for staff and parents/pupils.
• Teachers to provide verbal feedback at the start of zoom lessons where applicable, to support individual progression.
• Teachers must be logged in and active before any pupils are admitted onto the call. This will support learning whilst allowing 1:1 work to happen within a lesson to support learning.
• Teachers need to ensure attendance and engagement is tracked, supported by Rebecca Ember.
• Work needs to be maintained within books/worksheets, through student outcomes (via photos sent to teachers). Work to be printed, along with LOs and feedback and added into pupils' books regularly.
• A weekly overview of the timetable to be sent out to parents (including any resources that may be needed). The overview must include the Zoom meeting ID and passcode (as mentioned above, schedule meetings to recur, therefore using the same ID and passcode. Further to this, the overview needs to be sent to Ass. Head (AMe) and Dep Head (DGr).
• Weekly reviews need to be sent home (just completing the first box 'what we have done this week.). Weekly phone calls also need to be maintained with parents.
• Teachers need to remain available (outside of zoom lessons) during working hours to support parents, colleagues and pupils where necessary. This may be a further zoom call or a phone call.
• Teachers to maintain communication with SLT regarding pupil concerns i.e. lack of attendance, safeguarding or wellbeing concerns. Further to this, staff also need to maintain communication regarding any further concerns outside of pupils/ work related concerns.
• As a further point of reference: any safeguarding concerns to be brought to DSLs attention immediately as per usual Priory practice.
• Additionally, staff can contact their line manager regarding any issues/ concerns regarding their own wellbeing needs. It is paramount to maintain staff health and wellbeing during the pandemic.
• The HEX Review of quality assurance will continue as normal.
• Teachers need to ensure SEND paperwork remains updated and completed, including annual review and other paperwork where requested. This may require remote access via Netscaler to ensure emails can be accessed safely and securely, as part of the HEX Review process.

Supporting Guidance
1) Gov – Teaching Online Safety in Schools - [DfE external document template (publishing.service.gov.uk)](#)
2) Gov – Support for parents/carers tro keep children safe online - [Coronavirus (COVID-19): support for parents and carers to keep children safe online - GOV.UK (www.gov.uk)](#)
3) Gov – Staying safe Online - [Coronavirus (COVID-19) - staying safe online - GOV.UK (www.gov.uk)](#)
4) CEOP – Think U Know - [Thinkuknow - home](#)
5) UK Safer Internet Centre - [Parents and Carers	Safer Internet Centre](#)
6) Let's talk about it - [Lets Talk About It - Staying Safe Online (ltai.info)](#)

7) Lond Grid For Learning - [Online Safety - London Grid for Learning (lgfl.net)](lgfl.net)
8) Net Aware – NSPCC - [Net Aware: Your guide to social networks, apps and games (net-aware.org.uk)](net-aware.org.uk)

Summary

- The aims of this procedure and of the organisation is that Coxlease School delivers the absolute best educational provision in the safest possible way.

- We want our children to continue to learn and continue to develop the positive and secure relationships with their peers, class teachers and support staff that ensures their personal as well as academic development.

- The aim of the Remote Learning approach is to ensure, that during normal school hours, staff are teaching, supporting and assessing the progress of the young people.

- This procedure has an annual review date as standard, but will be regularly reviewed against changes in Government legislation.