

Full opening of Selston High School for September 2020

Introduction

The government announced in July that “It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.”

The rationale set out by the government is as follows, “The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.

Returning to school is vital for children’s education and for their wellbeing. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children’s future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.”

“The **risk to children** themselves of becoming severely ill from coronavirus (COVID-19) is **very low** and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.”

“In relation to working in schools, **whilst it is not possible to ensure a totally risk-free environment**, the Office of National Statistics’ analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.”

“Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the **very low risk** from coronavirus (COVID-19).”

At Selston High School we will be following the guidance as it provides “a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress.”

Our plans in bringing all students back are based on minimising “the number of contacts that a pupil has during the school day” and “implementing the system of controls outlined (in the guidance) to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.”

“The system of controls provides a set of principles and if schools follow this advice, they will effectively minimise risks”

The guidance also states “School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.”

As a school we must comply with health and safety law which means we have to assess risks and put in place “proportionate control measures”. The measures put in place have been informed by our school site, ensuring we offer a broad and balanced curriculum, minimising movement around school and limiting contact between different groups and by maintaining social distancing where possible.

We have completed an extensive risk assessment that has been checked by The Two Counties Trust.

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

Essential Measures

The guidance sets out essential measures and these include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

“How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible”

System of controls

The system of controls is a set of actions we must take, they are grouped into ‘prevention’ and ‘response to infection’.

Prevention

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

2) Clean hands thoroughly more often than usual

3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents

5) Minimise contact between individuals and maintain social distancing wherever possible

6) Where necessary, wear appropriate personal protective equipment (PPE)

Response to any infection

7) Engage with the NHS Test and Trace process

8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) Contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Below sets out how Selston High School will implement the system of controls.

Prevention	
System of Controls from the guidance (Numbers 1 to 4 must be in place all the time)	Actions the school is taking
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<ul style="list-style-type: none"> • Clear communication to staff, parents and students, through the website, the home school agreement, the Covid-19 behaviour addendum, parent texts and emails, displays, assemblies and tutor time, that anyone with COVID-19 symptoms must not come into school as per the guidance. • If anyone in school becomes unwell and displays symptoms they will be sent home. We have a dedicated isolation room and set of procedures for anyone this applies to including PPE for first aiders
2. Clean hands thoroughly more often than usual	<ul style="list-style-type: none"> • We will have 3 hand sanitiser stations in outside areas for students to use when entering school. • Corridors and entrances will have hand sanitiser stations on the wall. • Every classroom will have hand sanitiser. • Students will be asked to use it on entry to a classroom and when returning from breaks. • All sinks in toilet areas have soap dispensers. • Extra soap dispensers in classrooms with sinks. • Regular communication to remind students and staff of the importance of regular hand washing.

	<ul style="list-style-type: none"> • Behaviour policy amended to reflect the requirement that students regularly wash hands/use hand sanitiser. • Top Ten expectations of a teacher include expectation that all sanitise hands at lesson change over.
<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<ul style="list-style-type: none"> • Every class room will have tissues and bins in them • Clear communication with staff and students on good respiratory hygiene through tutor time/assemblies, home school agreement, behaviour policy amendments and displays.
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents.</p>	<ul style="list-style-type: none"> • An enhanced cleaning schedule has been put in place that ensures doors, handles etc. are cleaned regularly • Extra cleaners throughout the day • Classroom are cleaned regularly throughout the day • Break and lunch areas are cleaned after each year group • Classrooms to have appropriate cleaning materials if required
<p>The following measures must be properly considered and we have to put in place measures that suit our circumstances.</p>	
<p>5. Minimise contact between individuals and maintain social distancing wherever possible</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport.</p>	<ul style="list-style-type: none"> • Corridors have 2m spacing marked out where possible with students directed to walk in single file • Signage reminding about maintaining social distancing where possible • Behaviour policy amended to state no physical contact or shouting etc. • Students reminded to maintain social distancing whenever possible. • Tutor time moved to the end of the day to allow for a controlled and staggered dismissal at the end of the day • Staggered start is not required as we have enough entrances and measures in place to control entry into school. Staff to be ready from 8.20 to meet students so the start of school is controlled. Short morning tutor time to provide necessary equipment to avoid any sharing and to reiterate expectations • Operate year group "bubbles" in Key Stage 4 • Operate year group "bubbles" in Key Stage 3 but with the addition of Year 7

While **passing briefly in the corridor or playground is low risk**, schools should avoid creating busy corridors, entrances and exits

taught in tutor groups and year 8 where possible.

- Staggered break and Lunch times so that only one year group is on break at any one time and zoned into tutor groups in Key Stage 3 where possible.
- Dining tables arranged so that students do not face each other. Extra venue added to allow social distancing where possible.
- Implementing longer lessons where possible to reduce the movement (2 doubles and 1 single lesson a day has been implemented)
- One way system and changing exit and entry points so that different year groups will only pass by each other outside. With change overs being kept to a minimum due to longer lessons.
- Students will be supervised when leaving classrooms and when entering “zones”
- Clear signage for entrances and exits to classrooms and “zones”
- Staff reminded about maintaining 2m from other staff
- Staff to be advised to utilise natural ventilation where possible and if it is safe to do so.
- Signs displaying the number of staff allowed in an office/staff room at any one time. No sharing of office desks and of office equipment e.g. computers
- Classrooms rearranged so that desks are facing the front, unnecessary furniture removed
- Sanitising wipes to be available in each classroom, to be used as and when needed.
- Extra wipes to be available in computer rooms for keyboards
- Extra measures put into rooms where this is not always possible. For example, Perspex screens in computer rooms where some computers face each other
- Staff to maintain distance from pupils by staying at the front of the class and told to “avoid close face to face contact and minimise time spent within 1 metre of anyone.”

	<ul style="list-style-type: none"> • No large gatherings – all assemblies and staff briefings/training will be virtual • Communicate the process for removing face coverings to students and staff when entering school site. We will have bins and cleaning stations outside to facilitate this when entering school. • Peripatetic teachers and supply staff given the procedures they need to adhere to when in school. • No sharing of pens, pencils etc. Instruct parents to ensure their child comes to school properly equipped. When this does not happen students will be given their own equipment in the morning to keep for the day. • Every student will have a folder to keep their books in. • Departments have plans in place to ensure that specialist equipment is not shared or is cleaned between use. • Music, D and T, and PE subject leaders to be aware of and follow the guidance.
6. Where necessary, wear appropriate personal protective equipment (PPE)	<ul style="list-style-type: none"> • PPE available for staff dealing with first aid related to COVID-19 symptoms • Training has been carried/is available for first aiders and other relevant staff • Update plans for students with intimate care needs and provide training for staff if PPE is needed
Response to any infection	
7. Engage with the NHS Test and Trace process	<ul style="list-style-type: none"> • Update for staff on the NHS Test and Trace process, put details on Main staff Team • Communicate with parents so that they understand the process and include in Home School agreement • Member of staff responsible for oversight of first aid to manage the home testing kits • Inform staff and parents that they should let the school know immediately of the results of a test • Ensure staff and parents/carers are aware of what to do if a test is positive
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community *Close contact means: <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, 	<ul style="list-style-type: none"> • Head teacher to contact local health protection team if someone has tested positive • Based on the advice from the team, those identified to be sent home and advised to self-isolate if they have been

<p>within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person 	<p>in close contact* with an infected person and follow the “stay at home guidance”</p> <ul style="list-style-type: none"> • Seating plans to be used to identify close contacts when needed.
<p>9. Contain any outbreak by following local health protection team advice</p>	<ul style="list-style-type: none"> • There may be an outbreak if we have two or more confirmed cases or an overall rise in sickness where COVID-19 is suspected. The school will work with the local health protection team on additional actions.

Section 2: School operations

Area	School actions
<p>Dedicated school transport</p> <ul style="list-style-type: none"> • By dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only 	<ul style="list-style-type: none"> • Hand sanitiser on all school buses • Buses zoned off for different year groups in line with year group “bubbles” • Face coverings to be worn by all students on school buses • Member of SLT present at bus stop to manage exit from bus • All parents whose child uses the school bus to be made aware of the procedures
<p>Wider public transport</p>	<ul style="list-style-type: none"> • Analysis of students using public transport shows that we have very few and that the routes are not busy • Inform students/parents of the need to wear face masks on public transport and the refer them to the safer travel guidance
<p>Other means of transport to school</p>	<ul style="list-style-type: none"> • Inform parents of drop off points if travelling by car • Encourage walking and cycling where possible • Extra locks for use of bike rack if needed
<p>Attendance</p>	<ul style="list-style-type: none"> • Inform parents that the normal rules around attendance will apply from September and communicate clear expectations around attendance
<p>Pupils who are shielding or self-isolating</p>	<ul style="list-style-type: none"> • Identify pupils who have been shielding and inform them they can return to school. Provide extra support where needed • Remote education support will be in place for students who may need to shield or self-isolate

<p>Pupils and families who are anxious about return to school</p>	<ul style="list-style-type: none"> • Identify families who are anxious and provide extra support and help where needed • Virtual meeting for parents and students before the end of term to go through plans and expectations
<p>School Uniform</p>	<ul style="list-style-type: none"> • Before the end of term inform all parents that full uniform is expected and that “Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.”
<p>Remote Education</p>	<ul style="list-style-type: none"> • The school uses Microsoft Teams to provide remote education • In the first week back reinforce the expectations that Teams will be used and provide remote education. • All classes will have a catch up folder in Teams for work to do over summer • All subjects will put resources into class Teams and by September the first terms set of resources need to be uploaded. • Inform parents and students that if remote education is to take place they should follow their normal timetable and use Teams to access resources and support. • Identify those students without access to devices and the internet so they can be provided with hard copies.