

Covid-19 Policies Addendum

This document records the addendum to policies during the period of the Covid 19 period - May and until further notice:

- 1) Safeguarding
- 2) Behaviour
- 3) Health and Safety
- 4) Performance Management /Appraisal
- 5) Attendance - Pupils
- 6) Attendance & Staff Leave of Absence
- 7) Safer Recruitment
- 8) Disciplinary, Capability, Grievance, & Complaints
- 9) Admissions Appeals

Please note this may be subject to additional amendments as Government advice changes.

SAFEGUARDING: See other document

BEHAVIOUR: Each school has its own policy but all follow similar principles. During the current period, the Behaviour addendum applies to all Trust schools

See other document

HEALTH AND SAFETY:

Employers still have a statutory duty and responsibility to ensure the health safety and welfare of their workforce. This includes ensuring that there are proportionate and reasonable measures in place to ensure that their employees (and others) are safe during the coronavirus outbreak.

Throughout, the principles of risk assessment and mitigation apply.

- **Shielding staff and children:** Government Guidance for those at risk is being adhered to by the Trust schools: **(see Staff Attendance/Leave of Absence below)**
- Risk assessments are in place for those members of staff who cannot attend work. (see Risk Assessment proforma) For those who request to return, a risk assessment is undertaken and if needed accompanied by a letter for their doctor confirming they are safe to return.
- **Social distancing measures** - The government recognises that maintaining full social distancing in schools is not possible. Their approach for limiting risk lies in the following steps:
 - *Controlling the transmission of the disease:* minimising contact with children and adults who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school.
 - *Management and control through personal hygiene:* cleaning hands more often than usual – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
 - *Ensuring good respiratory hygiene:* promoting the ‘catch it, bin it, kill it’ approach.
 - *Enhanced cleaning regimes:* cleaning frequently touched surfaces often using standard products, such as detergents and bleach.
 - *Minimising contact and mixing:* altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).
- **Classroom Occupation Levels:** The Trust will adhere to the Government guidance of no more than 15 pupils to a classroom, adjusted for local settings (less in a smaller classroom; more in a hall). Pupils and staff will be organised into small bubbles groups to minimise contact and mixing
- **Additional cleaning:** each setting will have 3 cleans per day for the general spaces and toilets; disposable sanitising wipes will be used for regular wiping down in the classroom throughout the day.
- **PPE** - (see PPE Protocol). PPE will be available for staff . Appropriate training will be given for donning, doffing; understanding when to use PPE and the associated risks
- **Transport arrangements** - The Trust will follow the Government Guidance on the safe use of public transport. [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

- The same principles will apply to the use of school minibuses.
- Passengers should sit maintaining maximum social distancing. Passengers should face away from others. Using a face covering for travel time is **required** but this should be worn safely.
- The key thing is to not be too close to other people for more than a short amount of time, as much as you can.
- There may be situations where a suitable distance from people cannot be maintained, for example when boarding or alighting, on busier services. In these cases physical contact should be avoided, try to face away from other people, and keep the time spent near others as short as possible. A face covering should be worn on public transport.
- Be aware of the surfaces you touch. Be careful not to touch your face. Cover your mouth and nose with a tissue or your elbow when coughing or sneezing.
- Treat transport staff with respect and follow instructions from your transport operator.
- This may include:
 - notices about which seats to use or how to queue
 - additional screens, barriers or floor markings
 - requests to board through different doors or to move to less busy areas
- Help keep yourself, other passengers and transport staff safe:
 - wait for passengers to get off first before you board
 - ensure you maintain social distancing, where possible, including at busy entrances, exits, under canopies, bus stops, platforms or outside of stations
 - respect other people's space while travelling
 - avoid consuming food and drink on public transport, where possible
 - be aware of pregnant, older and disabled people who may require a seat or extra space
 - be aware that some individuals may have hidden disabilities
- **Online safety** - see Safeguarding Policy addendum & Protocol for Live Lessons

Managing partially open buildings:

The Trust recognises that during a period of closure or partial opening, There are increased risks related to safety concerns around water hygiene, building and occupancy safety, as well as, building hygiene.

The Trust Premises team ensures that compliance, premises checks and maintenance continue. Paying due regard to Government Guidance, the Trust has reviewed the arrangements for all building-related systems but in particular:

- Cold water systems
- Domestic hot water services
- Gas safety
- Kitchen equipment
- Fire safety
 - carry out weekly checks of alarms systems, call points and emergency lighting
 - carry out regular hazard spotting to identify escape route obstructions
 - check that all fire doors are operational
 - Fire drills should continue to be held as normal.
- Site security - regular site checks
- Ventilation

Preparing for the wider opening of schools:

Prior to the wider opening of schools, the Trust Central team, and Headteachers are responsible for undertaking risk assessments and implementing any measures to ensure that safety is maintained for wider opening.

The Estates team are responsible for reviewing arrangements for all building-related systems but in particular the following areas:

Water systems

Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays.

Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services guidance.

The school's legionella competent person will advise on the action required. If a full system flush is required but not immediately available advice will be sought from the competent person on alternative options.

Drinking water

If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, bottled drinking water will be supplied until a thorough flushing and chlorination can be undertaken by a water treatment specialist.

Hot water services

- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.
- Hot water generation will be regularly checked for functionality and if required, temperature recording.
- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out.

Ventilation

- Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode.
- Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows should be open.
- Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air, if this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance [HSG53: Respiratory protective equipment at work](#).

Fire safety

Fire safety management plans should be reviewed and checked in line with operational changes.

Check:

- all fire doors are operational
- your fire alarm system and emergency lights have been tested and are fully operational

Emergency drills will be adjusted as required and practised in the first week when more pupils return.

Cleaning

New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks:

- on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers
- where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working

In the event of an outbreak: (See Protocol for covid symptoms)

Accident reporting – RIDDOR - <https://www.hse.gov.uk/riddor/#>

Any unexpected close contact that has the potential to spread C19 should be reported as a 'dangerous occurrence'. Adjust safeguards to ensure 'reasonable consideration' has been given. (if the decision is that the risk is too low to be a 'dangerous occurrence' it needs a record to show you considered it. Use an incident book in which people (with their own pen!) add anything they think had extra risk. This can review on occasion to make sure none of them need escalating.

If someone picks up C19 and claims it occurred due to contact at school then the incident needs to be recorded as a 'disease' and a risk assessment conducted to ensure the risk of new people getting it is reduced.

Other than these provisions the normal health and safety policy provisions apply.

PERFORMANCE MANAGEMENT /APPRAISAL:

Teachers: In the Autumn, staff performance will be reviewed and new objectives set for the coming year.

The review of last year's objectives will not include pupil performance data. The expectation is that all staff will pass their objectives, unless there have been previous discussions to alert colleagues that they were not performing inline with the teacher standards or not on track with their work towards the agreed objectives. Colleagues wishing to apply to progress through Threshold will still have to support this with evidence of exceeding the teacher standards and contributing in a substantial and sustained way, drawn from the previous 2 years. Those moving through the Upper Pay scale must be able to demonstrate evidence that their work exceeds the standards and continues to contribute in a substantial and sustained way.

Pay reviews will take place as per the policy .

Support Staff Appraisal: Support staff objectives should be reviewed based on the period prior to the lockdown, and can be drawn on their work through the lockdown if appropriate, but not being able to contribute should not be regarded as a detriment.

ATTENDANCE POLICY - PUPILS

Daily registers should continue for those pupils who have taken up a place in the school based provision.

If a pupil whose parent has indicated that they will attend school does not arrive, this should be followed up in the normal way.

Online attendance should be monitored. Pupils not engaging with work, should be followed up.

Any family who have not had contact with the school, despite follow up calls, within a 10 day period should be accelerated to the EWO for advice.

Attendance data will not be used for monitoring the school's performance in relation to attendance until reinstituted by the DfE.

Parents will not be prosecuted for non-attendance during this period. The school will engage with the families to encourage school work through online learning or attendance if there is in school provision on offer.

- 1. Schools should resume taking an attendance register.**
- 2. Schools should use the codes suggested on this page to record attendance and absence in the attendance register.**
- 3. All settings should submit daily attendance figures using the educational setting status form by midday everyday.**
- 4. Attendance returns for ECHP/Vulnerable children to Cornwall Council should continue until advised otherwise.**

Resuming the attendance register

- resume taking the attendance register when more groups of pupils begin to return to school
- consider using the attendance and absence codes in the following sections when completing the attendance register until further notice

Pupils who are not eligible to attend a session

This includes any pupil who is not in an eligible year group or priority group (children of critical workers and vulnerable children). This may also include children who are in an eligible year group but are not required in school for a specific session, i.e., year 10 and year 12 pupils who are not among the quarter of pupils expected in school at a given time. This code should also be used for those who cannot attend because the school does not have capacity to have them at any given time. (e.g staff absence; too many children for the space etc)

They should be recorded as code X (not required to be in school). (Temporarily, code X can be used for compulsory school age children – usually it is only used where non-compulsory school age children are not expected to attend.)

Pupils who are eligible to attend a session but do not

This includes children in eligible year groups, children of critical workers and vulnerable children, such as:

- where a pupil is shielding, self-isolating ([see note 1](#)), or the pupil has an education, health and care plan (EHCP) and their risk assessment says that their needs cannot be safely met in school, they should be recorded as code Y (unable to attend due to exceptional circumstances). (Temporarily, code Y can be used where a pupil is prevented from attending school due to following government guidance on coronavirus). To help you to complete the educational setting status form, you should note whether the absence is due to shielding or isolation
- where a pupil cannot attend school due to illness, as would normally be the case, the pupil should be recorded as code I (illness). To help you to complete the educational setting status form, you should note whether the illness involves coronavirus symptoms
- where a pupil does not attend school - despite being eligible and is not shielding, self-isolating, unable to attend due to illness, nor has an EHCP risk assessment saying their needs cannot be safely met at school, the pupil should be recorded as code C (leave of absence authorised by the school) where no other authorised absence code is appropriate

At this time, all absence should be classed as authorised.

Pupils who are attending other schools

Where a pupil is attending:

- another school at which they are registered (for example, a pupil referral unit (PRU)), as would normally be the case, code D (dual registered) should be used to indicate

that the pupil was not expected to attend the session in question as they are attending the other school at which they are registered

- a host school on a temporary basis because their home school cannot accommodate them, the pupil will not be registered at the host school. The home school should record the pupil as attending an approved education activity using code B (off-site educational activity) - the host school does not need to add this child to their attendance register but should keep a record of their attendance for safeguarding purposes and include the child in their daily totals for the educational setting status form - schools should put in place arrangements whereby the host school notifies the home school of any absences.

Using other authorised absence and attendance codes

Where other specific authorised absence and attendance codes are more appropriate schools may want to use these as usual, such as code M (medical appointment).

Staggered start times

Schools should have a policy on how long the register should be kept open but where a school implements staggered start times, they may wish to consider temporarily extending this period, or reopening the register.

Note 1

Schools should use these principles and guidance to decide if pupils are shielding or self-isolating:

- children and young people who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into

this category, but parents should follow medical advice if their child is in this category

- child or young person who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting
- if a child or young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions - this may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend
- children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household

ATTENDANCE POLICY /LEAVE OF ABSENCE- STAFF

During the Covid-19 period there will be a variety of reasons why staff may not be able to attend the school settings. Staff who cannot attend, will be required to engage with provision wherever they can, in supporting home learning; making pastoral calls etc unless they are actually on sick leave. This should be discussed and agreed with their line manager.

The following guidance should be adhered to:

Extremely clinically vulnerable people:

If a staff member lives in a household with someone who is **extremely clinically vulnerable**, as set out in the 'COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable', it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to work at home. (see Staff Risk Assessment)

If a staff member is extremely clinically vulnerable, they should remain at home and shield and be supported to work from home. Some adults and young people have health conditions that mean they are more likely to get very unwell and might have to go to hospital if they catch

coronavirus (COVID-19). People who are clinically extremely vulnerable should have received a letter telling them they're in this group or been told by their GP.

These people are described as being extremely clinically vulnerable and include those who are/have:

1. Solid organ transplant recipients
2. People with specific cancers:
 - People with cancer who are undergoing active chemotherapy
 - People with lung cancer who are undergoing radical radiotherapy
 - People with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
 - People having immunotherapy or other continuing antibody treatments for cancer
 - People having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
 - People who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
3. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary (COPD).
4. People with rare diseases that significantly increase the risk of infections (such as SCID, homozygous sickle cell).
5. People on immunosuppression therapies sufficient to significantly increase risk of infection.
6. Women who are pregnant with significant heart disease, congenital or acquired.

Clinically vulnerable people:

If a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. Line managers should discuss with the colleague their appropriate deployment. (See staff risk assessment)

If you have any of the following health conditions, you are clinically vulnerable, meaning you are at higher risk of severe illness from coronavirus.

Clinically vulnerable people are those who are:

- aged 70 or older (regardless of medical conditions)
- under 70 with an underlying health condition listed below (that is, anyone instructed to get a flu jab each year on medical grounds):

- chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
- chronic heart disease, such as heart failure
- chronic kidney disease
- chronic liver disease, such as hepatitis
- chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy
- diabetes
- a weakened immune system as the result of certain conditions, treatments like chemotherapy, or medicines such as steroid tablets
- being seriously overweight (a body mass index (BMI) of 40 or above)
- pregnant women

Clinically vulnerable individuals have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.

Other staffing situations:

There may be members of staff who:

- Cannot source appropriate childcare. Their line manager should discuss options with them and agree a way forward.
- Are acting on union advice to not engage with the wider opening of schools. This should be discussed with the line manager. The expectation is that they continue to support home learning and 20 are deployed in the key worker/vulnerable children rota

Staff absence records, except for those on ongoing sickness absence from before the Covid period, will not accrue.

SAFER RECRUITMENT POLICY:

Posts will be advertised as required. Copies of DBS safeguarding documents will be sent to the school ahead of the interview; these identity checks will then be confirmed on a face to face meeting online with the candidate and their documents on screen to cross match with the hard copies received in advance.

All posts will be subject to a probationary period given the limitations of an online interview procedure.

ONLINE SAFETY POLICY:

The online safety policy and acceptable use Protocols are of vital importance during this period of online home learning. Key emphasis can be found in the safeguarding addendum above.

DISCIPLINARY, CAPABILITY, GRIEVANCE, and COMPLAINTS

Matters related to these processes will be acknowledged and a time frame established based on the potential for face to face meetings with all parties (social distancing allowed)

ADMISSIONS APPEALS

Summary:

The Government accepts that the coronavirus outbreak means admission authorities cannot carry out admission appeals in the usual way. The new regulations relaxes some of the current requirements set out in the School Admission Appeals Code 2012 and enable admission authorities to proceed with their admission appeals. In particular, the new regulations disapply the requirement that appeals panels must be held in person and instead give flexibility for panel hearings to take place either in person, by telephone, video conference or through a paper-based appeal where all parties can make representations in writing. We will not however be removing any of the clerking duties for admission appeals. Clerks carry out a key role in relation to appeal hearings and provide advice on admissions law as well as keeping an accurate record of proceedings.

Admission Appeals: New Regulations & Guidance

Due to coronavirus (COVID-19) restrictions the Government have made changes to the way admission authorities (school governing bodies, local authorities and academy trusts depending on the type of school) carry out admission appeals this year.

The new regulations temporarily amend the 2012 Appeals Regulations and give admission authorities, local authorities and admission appeal panels more flexibility when dealing with appeals during the COVID-19 outbreak.

The accompanying guidance on changes to the admission appeals regulations is non-statutory and is aimed at supporting all of those who have a duty to act in accordance with the School Admission Appeals Code.

Our aim is to:

- give admission authorities as much flexibility as possible to manage appeals in a way that best suits local circumstances
- ensure families appealing an admission decision this year are supported and are not disadvantaged by the measures in place to protect public health

Important dates:

The regulatory changes came into force on 24 April 2020 and will remain in force until 31 January 2021.

The changes mean:

- admission authorities will have sufficient time to deal with the annual peak in appeals for children due to start new schools at the beginning of September 2020
- parents will continue to have the right to appeal to any school which has refused their child a place

Summary of changes:

The new regulations:

- disapply the requirement that appeals panels must be held in person and instead give flexibility for panel hearings to take place either in person, by telephone, video conference or through a paper-based appeal where all parties can make representations in writing

- relax the rules with regard to what happens if one of the 3 panel members withdraws (temporarily or permanently) to make it permissible for the panel to continue with and conclude the appeal as a panel of 2
- amend the deadlines relating to appeals for the time that the new regulations are in force

Changes to appeal deadlines:

The new regulations provide more flexibility for admission authorities to set new or revised deadlines for submitting an appeal.

The amendments to deadlines will ensure that appellants will be given:

- at least **28 calendar days'** written notice of a new appeal deadline
- at least **14 calendar days'** written notice of an appeal hearing (although appellants can waive their right to this)

All deadlines for the hearing of appeals must be as soon as reasonably practicable.

Decision letters should be sent within **7 calendar days** of the hearing, wherever possible.

Maintaining fairness in the appeals process:

The new regulations relax current requirements but will maintain obligations around natural justice and procedural fairness.

The government is not relaxing any of the clerking duties for admission appeals. Clerks carry out a key role in relation to appeal hearings and provide advice on admissions law as well as keeping an accurate record of proceedings. The accompanying guidance also reinforces the importance of training for panel members, following correct procedure and ensuring fairness.

Maladministration complaints:

Parents can continue to lodge a complaint if they have evidence of maladministration.

The Government is not relaxing any of the requirements set out under Section 5 of the School Admissions Appeals Code which covers complaints about appeals.

Early suspension of changes

The regulations are subject to review, and we can amend legislation to bring forward the date on which they end, if they are no longer required.

Transitional provision means the new regulations will continue to apply to appeals that are already underway but which have not yet concluded on or before 31 January 2021.