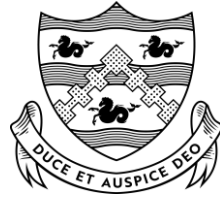


Beaminster School Provision During National Lockdown

January-March 2021



This document sets out how Beaminster School is providing both onsite and remote education and support for children, families and staff during the current 2021 Lockdown (which commenced on 5 January 2021). It complements the DfE guidance document '*Restricting Attendance During the National Lockdown*', published on 14 January 2021 along with other associated documents.

The 'temporary continuity direction' makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

All schools need to assess and manage the risks from coronavirus (COVID-19). This means we need to think about the risks our staff and pupils face and do everything reasonably practicable to minimise them, recognising we cannot completely eliminate the risk of coronavirus (COVID-19). A risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable. This document (available on our website) sets out a recognised 5-step approach:

1. **Elimination:** stop an activity that is not considered essential if there are risks attached.
2. **Substitution:** replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. **Engineering controls:** design measures that help control or mitigate risk.
4. **Administrative controls:** identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. **Physical Protection:** Having gone through this process, PPE should be used in circumstances where the guidance says it is required

In-school provision for Critical Worker and Vulnerable Children

Critical workers = Parents whose work is critical to the coronavirus (COVID-19) and EU transition response. It includes those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home.

As a school we reserve the right to ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.

Vulnerable Children = children who have a social worker, an EHCP (education, health and care plan) or who may be vulnerable for another reason at local discretion.

Schools are expected to allow (and strongly encourage) vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. In particular, children with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs.

Registering Pupils expected to attend on-site provision

Under current guidance, pupils defined as vulnerable are expected to attend full-time, on-site provision

Attendance of on-site provision is coded as normal, using / and \

We will authorise any absence requested by a pupil's parents using the C code (unless another authorised absence code is applicable, e.g. M or I)

The advice below helps identify the appropriate use of registration codes not specified in the guidance and applies only to pupils expected to attend on-site provision

The codes / \ **X C** will be used in most cases. **M I B N O U** will be given exceptional consideration before being used

Registering Pupils not expected to attend on-site provision

Pupils not expected to attend on-site provision will be coded X, which does not count as an absent or present mark

The DfE guidance requires all schools to monitor pupil engagement with remote learning. This should be done in a manner that does not override the use of the X code in their legal registration document.

Code	Advice
/ \	Used to mark pupils present when they attend on-site provision.
X	Used to mark pupils not expected to attend on-site provision accessing online provision. Used to mark the absence of pupils expected to attend on-site provision if they are absent due to COVID or self-isolating.
C	Used to mark pupils as absent when they would normally attend on-site provision but whose parents have requested a leave of absence. All absences should be followed up.
M	Used to mark pupils absent due to illness
I	or medical appointments who would otherwise attend on-site provision.
B	Used only when pupils access learning that is formally supervised by the school (i.e. through a live video link or outreach worker), and where this replicates and continues their provision prior to lockdown. Only to be applied by PRUs and special schools and in cases where a pupil's provision is unchanged as a result of lockdown.
Schools retain full responsibility	for the welfare of the pupil for the whole of any sessions marked with a B code and should give due consideration to how they can evidence the learning and level of supervision required.
N	Under current guidance, all absences
O	should be followed up and subsequently authorised.
U	In line with DfE guidance, we are not using O and U codes during this period of lockdown. Use of unauthorised absence codes is not currently recommended by the DfE. Absences will therefore not be penalised.
E	Used as normal when a pupil receives a formal fixed-term or permanent exclusion.

Very rough attendance figures indicate that current student attendance levels in our area are:

- Secondary phases – 8%
- Primary Phases – 25%
- EHCP – 55%
- CIN/TAC/TAF/CP – 45%

School Workforce

Under the national lockdown, the expectation is that everybody should work from home where possible. Taking into account the updated guidance for those staff who are clinically extremely vulnerable (shielding), most teaching staff are working from home and most support staff are working with the 'Vulnerable' and children of key workers. Admin staff are in school on a rota.

The expectation is that those staff not attending school will work from home where possible. All school based staff have had their roles adjusted to meet needs of our youngsters.

Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they follow the specific measures in this document to minimise the risks of transmission.

As per national restrictions, pregnant staff work at home where possible.

Some challenges/impacts of Lockdown

- Poor broadband width – limiting logistical options for delivery
- Establishing regular onsite LF Testing for staff and students
- Balancing on-site and online provision – adapting staff roles to meet demand, increased planning time as well as additional supervision time within school (around 50 students in school each day)
- Safeguarding and behavioural management challenges of online learning
- Monitoring vulnerable students including PP and other identified as requiring additional support
- Tracking student engagement and welfare across the school - recording/reporting and acting on non-engagement, daily.
- Remote management of admissions and other required meetings

Specific COVID Protocols

COVID Prevention protocol

1. **Minimise contact** with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.
2. Where recommended, the **use of face coverings** – in communal spaces and in corridors. Staff will be positioned at main entrances to ensure compliance. A stock is held to give to students and specific bins are provided for their disposal. Those exempt from wearing them must display a badge.
3. **Clean hands** thoroughly more often than usual. Use hand sanitiser on entry and exit to school and after breaks and lunchtimes as a minimum.
4. Ensure good **respiratory hygiene** by promoting the 'catch it, bin it, kill it' approach.
5. Introduce **enhanced cleaning**, including cleaning frequently touched surfaces often, using standard products such as detergents. A daytime cleaner has been employed to focus on toilets, handrails, light switches etc. All rooms used are sprayed with detergent (via an atomiser/fogger) at the end of each day.
6. **Minimise contact** between individuals and maintain social distancing wherever possible. Year groups are bubbled in separate outside areas and an external one-way system is in place. Teaching spaces are configured to ensure minimal contact between staff and students. TA's are assigned to year groups.
7. Always keeping occupied spaces well **ventilated**. High level windows where possible and in line with external temperatures. Heating used to ensure comfortable teaching conditions.
8. Where necessary, wear appropriate **personal protective equipment (PPE)**. First aid staff and TA's who have closer than normal contact with students 1:1 will be provided with appropriate PPE.

Response to any COVID infection protocol

9. Engage with the **NHS Test and Trace** process. Rapid Lateral Flow Tests (RLF) will be used for asymptomatic testing of pupils (weekly) and staff (twice weekly). Polymerase Chain Reaction Tests (PCR) will be used for those testing positive with the RLF or those with symptoms.
10. **Manage confirmed cases** of coronavirus (COVID-19) amongst the school community.
11. Contain any outbreak by following local **health protection team** advice.

Standard Agreed Protocol

1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 full days from the date of that contact.
2. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate at least from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.
3. The period of isolation starts from the day when they first became symptomatic and the following 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days.
 - A. The school will call the **DfE Helpline on 0800 046 8687** and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice
 - B. **The advice service** (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual who tested positive. Close contact means:
 - ✓ anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
 - ✓ anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
 1. **face-to-face** contact including being coughed on or having a face-to-face conversation within one metre
 2. been **within one metre for one minute** or longer without face-to-face contact
 3. sexual contacts
 4. been **within 2 metres of someone for more than 15 minutes** (either as a one-off contact, or added up together over one day)
 5. **travelled in the same vehicle** or a plane

Remote Learning Overview

- ✓ We are teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- ✓ Select digital platforms for remote education provision are used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- ✓ If platforms fail, we can access free support at Get help with technology - GOV.UK (education.gov.uk).
- ✓ We have overcome barriers to digital access for pupils by:
 - A. distributing school-owned laptops accompanied by a user agreement or contract
 - B. providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- ✓ Our Remote Learning policy and DfE audit has full detail of our provision and can be found on our website.

Pupil Wellbeing and Support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

1. **Our most vulnerable students** - (EHCP/LAC/SRP/CIN/PP)
 - ✓ Identified and communicated by the **Local Authority**
 - ✓ This group are highlighted in yellow on a central **vulnerables list**
 - ✓ A **named key worker** has been allocated to make weekly checks on access, engagement, well-being and progress through review of all available information (attendance/ClassCharts login/staff log) and through **weekly** phone calls home.
 - ✓ Information relating to access, engagement, well-being and progress is logged on the vulnerables spreadsheet by their **named Key Worker**
 - ✓ Appropriate support can then be offered, which might include: Some time in school, laptop loan, ELSA, referral to an outside agency, additional staff contact, information sharing with colleagues.

2. **Vulnerable Students** (PP/SEN/other)
 - ✓ Identified by the **School Pastoral and SEN teams**
 - ✓ These students appear on the same **vulnerable list** as our most vulnerable students (but are highlighted in purple)
 - ✓ A member of **named support staff** will be allocated to each year group and will make **fortnightly** checks on access, engagement, well-being and progress through review of all available information (attendance/ClassCharts logins/staff log) and a phone call home.
 - ✓ Information relating to access, engagement, well-being and progress is logged on the vulnerables spreadsheet by these **named Vulnerable Support Leads**
 - ✓ Appropriate support can then be offered, which might include: Some time in school, laptop loan, ELSA, referral to an outside agency, additional staff contact, information sharing with colleagues.

3. **Students not fully engaging in online learning**
 - ✓ Identified by **Subject Staff and tutors** (see guidance below)
 - ✓ Morning tutor time attendance and ClassCharts logins are monitored by **Helen C and Kirsty P**
 - ✓ Checks are made on access, engagement, well-being and progress through review of all other available information (staff log) before **Helen C** (PSO) makes **daily calls** home to those who have not engaged during the first 3 periods of each day
 - ✓ Information relating to access, engagement, well-being and progress is logged on the **vulnerables spreadsheet and the staff log** by **Helen C and other support staff**
 - ✓ Appropriate support can then be offered, which might include: Some time in school, laptop loan, ELSA, referral to an outside agency, additional staff contact, information sharing with colleagues.

As of 11th February 2021, **every family in the school** has been contacted by telephone, at least once, to establish how their child/ren are coping with their work and their well-being.

As of 23th February 2021. **All students in Year 10 and 11** who have needed lesson materials at home (books, sketchpads, printed resources) have had them hand-delivered by staff at the school.

General Guidance for our Return to School (TBC, but from 8th March 2021)

1. New School timings (from January 2021)

Arrival	8.30 – 8.45
Registration	8.45 - 9.05
Lesson 1	9.10 -10.10
Lesson 2	10.15 - 11.15

Morning Break	11.15 - 11.30
Lesson 3	11.35 - 12.35
Lunch Break	12.35 - 1.05

Lesson 4	1.10 - 2.10
Lesson 5	2.15 - 3.15
Depart	3.15 (3.10 for Yrs 7/8/12/13)

2. Equipment

Items you will need with you every day:

Your own **bottle of hand Sanitiser, Face Covering/Mask** (plus a spare), **tissues** and a **water bottle**.

Pencil Case containing: Glue Stick, round ended scissors, pens (black/blue and green), pencils (including coloured ones), rubber, ruler, sharpener, pair of compasses, protractor and small paintbrush.

The School Coat – doors and windows will be open and you will be outside during every lesson changeover.

A plain white T-shirt/base layer/thermal top may be worn as an undergarment.

3. Transport

Walking – please remain **socially distant** – do not walk in groups – spread out whenever you can.

Bus – you will need to **wear a mask throughout your journey** and stay in your seat facing the front.

Year 7 and 8 will be released at **3:10pm**. **7, 10 and 11** use **swimming pool path**, **8, 9 and VI** use the **main path**. Board your bus if it is waiting. If not, **remain in your year area** until your year group is called to board.

Car – **No access to the school site for parent cars between 08:30 – 08:45 and 15:00 – 15:30.**

Odd Car Reg Numbers eg. HK07: drop/collect at **Bus park (prior to 08:30) or Town Centre.**

Even Car Reg Numbers eg HK08: drop/collect at **Monmouth Gardens or Memorial Playing Fields.**

Beaminster – Colfox Link Bus

Will operate at the following times:

8:52
10:05 (from Colfox to Beaminster only)
11:20
12:40 (Need to catch this bus to get to your period 4 class!)
2:05
3:05

4. Year Bubbles

YOU MUST REMAIN IN YOUR YEAR BUBBLES AT ALL TIMES THROUGHOUT THE DAY.

Year	Lining up and Social Areas at Break and Lunch	Wet Weather Areas	Toilets (3 max)	Assembly Day Use of 3G Day and Use of LRC Day	First in at break (11:15) and Early Lunch (12.25)	Entry and Exit path	End of Day
7	Main Courtyard	Hall	A Block	Friday	Friday	Pool	3:10
8	Old Bus park (by Tennis Courts)	LRC	A Block	Thursday	Thursday	Main	3:10
9	Opposite LRC Steps	Tech Foyer	A Block	Wednesday	Wednesday	Main	3:15
10	Gym Tennis Courts (Cage)	Science Foyer	Technology	Tuesday	Tuesday	Pool	3:15
11	Opposite Canteen Steps	Music / M1/M3	Technology	Monday	Monday	Pool	3:15
12/13	VI Form Block	VI Form Block	Netherbury	n/a	n/a	Main	3:10

5. One-Way System

You must use the **one-way system at all times** – Follow teacher direction and the red directional arrows on outside walls. Be mindful of social distancing, stay in single file and stay on the paths – not the grass/mud.

To access **Hum5/Life/PE1/LRC/Eng4 and 5** – walk behind the science block on the tennis courts...not between Tech/Sci and across the yard - as you will be unnecessarily crossing bubbles.

Expect to walk **clockwise** around the **outside** of the majority of the building to get to your next lesson.

You must not re-enter the school building until the second bell (*unless going to Technology or Maths*).

Hum/Comp/Eng wait in Year areas in the Courtyard **one single straight line per teaching group**

On wet mornings please go straight to your tutor room.

6. Hygiene

Face coverings must be worn in all communal spaces ie. corridors, the canteen, wet weather areas, in assembly and in the VI Form Centre and staffroom. Please carry a spare mask. Wash them regularly!

Wash/Sanitise your hands as you enter and leave the school buildings (and the canteen) as well as at regular periods throughout the day – after break and lunch as an absolute minimum.

You will be expected to **help keep your classrooms clean**. Tables will be sprayed with antiviral solution each lesson.

Toilets, light switches and handrails etc will be cleaned throughout the day by a member of our cleaning staff. PE staff will use an atomiser to clean **changing rooms** after each use.

Used tissues/PPE/cleaning materials are to be placed in the lidded bins provided in all areas.

Only use your allocated toilets.

7. Canteen

From January, the canteen will be open for **breakfast**. Catering staff will ensure you are admitted in bubbles. There is now just **ONE Break and Lunchtime Rota (see below for times)**. You will be allowed in **one year group at a time**. Each year group will have an **early lunch** one day per week.

If you are in **detention at lunchtime**, you must purchase/eat your lunch at breaktime.

If you miss your slot, please wait outside (away from others) from **11:27 for break** or **12:50pm for lunch**.

It is **'Takeaway' service only** - all food will be served in either boxes, bags or pots (no plated meals).

If it is raining heavily, you will be allowed to sit on marked Year tables only.

Breaktime and Lunchtime Rota

Break	Monday	Tuesday	Wednesday	Thursday	Friday	Lunch
11:00	VI Form	VI Form	VI Form	VI Form	VI Form	12:15
11:15	Year 11	Year 10	Year 9	Year 8	Year 7	12:25
11:18	Year 10	Year 9	Year 8	Year 7	Year 11	12:35
11:21	Year 9	Year 8	Year 7	Year 11	Year 10	12:40
11:24	Year 8	Year 7	Year 11	Year 10	Year 9	12:45
11:27	Year 7	Year 11	Year 10	Year 9	Year 8	12:50
End = 11:30						End = 1:05

8. LRC and 3G Pitch

Each year will get exclusive access to the **LRC** and **3G** on one day per week.

Mon = Year 11, Tue = Year 10, Wed = Year 9, Thu = Year 8, Fri = Year 7.

Please enter LRC and exit via LRC steps. Trainers must be worn on the 3G.