

Maplesden Noakes September 2020 Handbook January 8th 2021 Update

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Introduction

It is essential that everyone associated with the school reads this guidance and follows it. If we follow the contents of this handbook consistently, we will mitigate the risk of spreading the virus and will be working together to keep each other safe. We all have a responsibility to keep to the rules and protect each other.

This document is structured using the document published by Government at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The Government wishes 'all children to be welcomed back' to schools in **Spring 2021**, **although a firm date is yet to be set**. This handbook sets out how this will be managed at The Maplesden Noakes School.

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

Risk Assessment.

It is important that everyone associated with the school reads our updated COVID-19 risk assessment which can be found at:

<https://www.maplesden.kent.sch.uk/downloads/COVIDRiskAssessment-Sept2020.pdf>

System of controls

This is the set of actions schools must take. They are as follows:

Prevention

- 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) All staff should use face coverings in schools. Staff may wear a visor, **but only in addition to a mask**. Students should wear a mask when moving between lessons.
- 3) Clean hands thoroughly more often than usual.
- 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.

6) Minimise contact between individuals and maintain social distancing wherever possible.

7) Where necessary, wear appropriate personal protective equipment (PPE).

8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

9) Engage with the NHS Test and Trace process.

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

11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

Prevention

1. Minimising 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

Students, staff or other adults must not come into school if they displays coronavirus (COVID-19) symptoms as described at [coronavirus \(COVID-19\) symptoms](#), or have tested positive in **at least** the last **10** days.

Anyone developing symptoms described at [coronavirus \(COVID-19\) symptoms](#) during the school day will be sent home using the following procedure:

If anyone in the school becomes unwell with a new, **and persistent** cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least **10** days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19).

Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they will be moved to the isolation room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision. This room will have its windows opened for ventilation where at all

possible. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, the toilet available in the school hall will be used. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance. The Maplesden Noakes School staff will follow this guidance if PPE use is required.

As is usual practice, in an emergency, staff will call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.

Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should arrange to have a test)
- the symptomatic person subsequently tests positive
- they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

2. Face Coverings

Based on Government advice, students and staff must have their own face coverings available about their person. Please can everyone ensure they use washable, reusable face coverings as this is more environmentally responsible and prevents the risk of discarded face coverings on the site. Students need to keep their face coverings in a sealed plastic bag in their school bag when not in use.

Based on updated Government advice, The Maplesden Noakes School expects all students and all adults to wear face coverings at all times when on site apart from in the following situations:

- When in classrooms (although you may wear a face covering if you wish)
- When eating or drinking in the canteen. (You must wear a face covering in the canteen when you are not eating or drinking.)
- On the playground or on the 3G at break time or lunchtime (although you may wear a face covering if you wish)

The government does not recommend the wearing of face coverings in classrooms but we are happy for staff and students to wear face coverings in classrooms if they wish. **Staff, parents and students must ensure that students follow the guidelines set out for wearing face coverings as set out further below.**

Face visors or shields

A face visor or shield may be worn in addition to a face covering **but not instead of one**. This is because face visors or shields do not adequately cover the nose and mouth.

Staff/students who are exempt from wearing a face covering must wear the exempt lanyard when in school. Lanyards have been provided for staff and students

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

Teachers and other staff will be sensitive to anyone whose needs require such exemptions.

Access to face coverings

Although the school has some face masks for emergencies, these are limited and we expect all students and staff to carry their own washable face masks, ensuring they follow government guidelines on their use.

Safe wearing and removal of face coverings

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Pupils and adults must not touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings (although everyone should have reusable face coverings) in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

Further guidance on face coverings

- Safe working in education, childcare and children's social care provides
- Face coverings in education settings

3. Clean hands thoroughly more often than usual

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water **for at least 20 seconds** or hand sanitiser. We will ensure that pupils clean their hands regularly, including when they arrive at school, when they return

from breaks, when they change rooms and before and after eating. Please note the following:

- Rooms with sinks will have soap for hand washing. Rooms without sinks will have dedicated hand sanitiser 'stations' at the door or hand sanitiser available in the room so that all pupils and staff can clean their hands regularly
- Pupils and adults must be careful when using hand sanitiser due to the risks around ingestion. **Staff must supervise students when they use hand sanitiser to minimise the risk of ingestion.**
- Skin friendly skin cleaning wipes will be available where necessary.
- We will build into our culture repeated reminders to clean hands and follow COVID-19 based personal hygiene routines.

4. Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

'Catch it, bin it, kill it' posters are in prominent positions around the school. We will ensure that there are enough tissues and bins available in the school to support pupils and staff to follow this routine. We will ensure that all students understand the importance of maintaining this approach to their personal hygiene.

Some pupils with complex needs may struggle to maintain as good respiratory hygiene as their peers. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.

Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the [face coverings](#) guidance.

5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

- Cleaners will be allocated to each bubble and will be dedicated to cleaning specific bubble areas throughout the school day.
- Each room within bubbles will be allocated soap (if the room has a sink) and hand sanitiser (if the room does not have a sink). Students and staff will be expected to wash their hands regularly.
- Staff will be provided with cleaning materials so they can clean local areas within rooms. This will provide an additional layer of cleaning on top of the cleaning carried out by the cleaner attached to the bubble.
- In addition to cleaning during the day, all spaces that have been used during the day will be cleaned in the evening and before the start of the school day in the morning, in preparation for the next day.
- Unlike some schools, The Maplesden Noakes School has dedicated toilets in each block. As much as is possible, toilets will be allocated to bubbles and the use of specific toilets by more than one bubble will be kept to a minimum. Cleaners allocated to each bubble will regularly clean the toilets throughout the day and toilets will also be cleaned before the start of the next school day. Students will be constantly reminded to wash their hands as per Government guidance.

6. Minimise contact between individuals and maintain social distancing wherever possible

Staff at The Maplesden Noakes School will do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

Each year group will be contained within its own 'bubble' with the 6th Form (Year 12&13) comprising of one bubble. Year group bubbles will remain in the same 'zone' of classrooms with students only moving between classrooms assigned to a specific bubble and teachers moving between bubbles. Teachers will follow the social distancing rules for classrooms as set out by the government below:

Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

Students will be expected to maintain distance and not touch staff and their peers where possible. This will not be possible for some children with complex needs and it is not feasible in some areas of the school where space does not allow. We will do this where we can, as even doing it some of the time, will help.

We have made small adaptations to the classroom to support distancing where possible. We will try to seat students side by side and facing forwards, rather than face to face or side on, and have tried to move unnecessary furniture out of classrooms to make more space.

Measures elsewhere

Start times, breaks, lunchtime and end times will have staggered times with each bubble accessing the canteen at different times. Two bubbles may have the same break and lunch times but will be kept apart with one bubble accessing the lower playground whilst the other accesses the upper playground.

Toilets:

Each year group bubble will be assigned dedicated toilets closest (where possible) to their base classrooms.

Year 7 – Toilets in D Block closest to the Green Room

Year 8- Toilets at the top of F Block

Year 9 – Toilets in T Block

Year 10 –Toilets at the top of C Block and bottom of B Block closest to the courts.

Year 11 –Toilets at the bottom of F Block

Sixth Form – Toilets in J Block

During lunchtime whilst the year group are in the restaurant they may also use the restaurant toilets, these will be cleaned between year group use.

Measures for arriving at and leaving school

The timings will change on January 11th 2021. Remote lessons will run and bubbles will arrive and leave the school site as follows:

All students: P1: 08.30 – 09.30
Lower Break: 09.30 – 09.45
P2 Upper: 09.30 – 10.30
P2 Lower: 09.45 – 10.45
Upper Break: 10.30 – 10.45
P3: 10.45 – 11.45
Lower Lunch: 11.45 – 12.15
P4 Upper: 11.45 – 12.45
Upper Lunch: 12.45 – 13.15
P4 Lower: 12.15 – 13.15
P5: 13.15 – 14.10

*(6th Form must arrive at 8.30am or just before the start of their first lesson. 6th Formers must ensure they socially distance from other year group bubbles at all times, including when they enter or leave the site).

These times have been carefully designed to minimise the risk of MNS students mixing with MGGS students. MGGS start and departure times are different from ours.

Other considerations

The number of visitors to the school must be kept to a minimum. Contact or meetings that can be done via Teams (or by phone or email) or after students have gone home must be the preferred option. Regular visitors to the school such as supply teachers, peripatetic teachers and/or other temporary staff are able to work on site but they must swipe in and out at reception and check in with the member of staff who is the appropriate point of reference for them at the school. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND must liaise with the appropriate member of staff at the school to ensure any regular arrangement on site is set up following appropriate COVID-19 rules. **All such arrangements must be sanctioned by the Headteacher.**

Regular visitors that are employees of an external organisation (such as lettings, educational support companies, contractors etc) must provide their own risk assessment which must be

approved by a member of the senior team before any regular visits or activity is commenced. They must also have been provided with a copy of the school's Risk Assessment, using the school website version to ensure it is the most up to date version.

Staff who are in charge of or the point of contact for visitors must ensure a specific room is made available for them as appropriate and this room must be sanitised before and after any visit. Visitors can meet with students (only whilst supervised by a member of staff and whilst following all safeguarding protocols) but only with one bubble on one day and they must ensure they follow all the protocols associated with COVID-19 set out in this handbook. Eg they must wash their hands, socially distance and wear a face covering when appropriate.

Where visits can happen outside school hours, they should.

As normal, the Maplesden Noakes School will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.

Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, The Maplesden Noakes School staff will work through the system of controls collaboratively, enabling us to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

For individual and very frequently used equipment, such as pencils and pens, staff and students must have their own items that are not shared. Classroom based resources, such as books and games, may be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment will be more frequently cleaned. Students must limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.

7. Where necessary, appropriate personal protective equipment (PPE), will be worn.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Read the guidance on [safe working in education, childcare and children's social care](#) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

The Maplesden Noakes School has the necessary PPE equipment if it becomes necessary to use it.

8) Keeping occupied spaces well ventilated

It is important to ensure it is well ventilated and a comfortable teaching environment is maintained. Staff will apply the following recommendations as appropriate:

- mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
- natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](#) and [CIBSE coronavirus \(COVID-19\) advice](#).

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)
- providing flexibility to allow additional, suitable indoor clothing (We will ensure any flexibility to our uniform policy only occurs if necessary and will inform parents if this decision is made).
- rearranging furniture where possible to avoid direct drafts *-this needs to be balanced with the need to keep furniture in position with regard to reducing the risk of 'close contact' as per the contact definitions.*

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

Response to any infection

9. The school will engage with the NHS Test and Trace process

The Maplesden Noakes School will follow the NHS Test and Trace process. We are already in contact with Kent [Public Health England health protection team](#) and will contact them for advice on action to be taken when any specific case arises. Their number is: 03442253861.

Staff members and parents/carers must understand that they will need to be ready and willing to:

- [book a test](#) if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be

sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit

- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- **self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19).**

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. **The government has indicated that schools will take part in the mass-testing of staff and students as soon as possible.** Testing kits will be made available to schools by the **Spring** term. **We will provide further details on the testing service as soon as possible.**

The **PCR** test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.

These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance [Coronavirus \(COVID-19\): test kits for schools and FE providers](#).

Parents and staff must inform the school immediately of the results of a test and follow this guidance:

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 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 for at least 10 days from the onset of their symptoms 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. The 10-day period starts from the day when they first became ill. 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 for the full 10 days.

NHS COVID-19 app

The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.

This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.

10. Managing confirmed cases of coronavirus (COVID-19) amongst the school community

The Maplesden Noakes School will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). **The school will contact the DfE helpline on 0800 046 8687, option 1. The advisors will inform the school what action it needs to take based on the latest public health advice. If, following triage, further expert advice is required, the adviser will escalate the call to the local health protection team.** This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The DfE/health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The DfE/health protection team will work with the school in this situation to guide us through the actions we need to take. Based on the advice from the DfE/health protection team, we will 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 since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- 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

The DfE/health protection team will provide definitive advice on who must be sent home. To support them in doing so, the school will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see [section 6 of the system of control](#) for more on grouping pupils). We will do this in a way that is proportionate and not overly burdensome as per government advice.

A template letter will be provided to the school, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

Government advice states that ‘Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.’

In the majority of cases, the school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would be carefully considered in light of all the circumstances and the current public health advice.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

9. Containing any outbreak by following DfE/local health protection team advice

If The Maplesden Noakes School has two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and would continue to work with the **DfE** and our local health protection team who will be able to advise if additional action is required.

In some cases, the **DfE**/health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. The Maplesden Noakes School will implement controls from this list, address risks identified and will therefore reduce transmission risks. Whole school closure based on cases within the school will not generally be necessary and will only be considered on the advice of the **DfE**/health protection teams.

In consultation with the **DfE**/local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

Alternative Provision (AP)

We will work with all of our AP settings, asking for Risk Assessments that comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. APs should work through the system of controls outlined above, adopting measures that help them meet each control in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils.

When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students.

Section 2: School operations

Transport

The Government guidance (in the wider public transport section) states that 'schools should encourage parents, staff and pupils to walk or cycle to school if at all possible'. Specific guidance on safe traveling can be found here: <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

Families using public transport should refer to the [safer travel guidance for passengers](#).

Further information on managing capacity and demand on [public transport is set out in the transport to school and other places of education: autumn term 2020 guidance](#).

In recent years, we have had a healthy increase in the number of students cycling to school. The government wishes to reduce the number of people using public transport if at all possible, so please can parents consider whether it is possible for your child to safely walk or cycle to school. Ms Hillier, our Senior Assistant Headteacher in charge of the Pastoral Team will write to all parents separately so that students are able to become part of our cycle pass system. [The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.](#)

If it is not possible for your child to walk or cycle to school, **please read the guidance above carefully on the use of public transport and private cars. Please ensure your child follows the law and that you keep to the guidance on bubbles in cars if using them.**

Students using public transport will need to wear a face covering (this is the law). I would be grateful if students use washable face coverings. [Please read the face coverings section above for further guidance](#). The school will provide some face coverings for exceptional circumstances or medical/COVID-19 related incidents but will not have enough to hand out for any other situation.

Attendance

Attendance expectations

It is vital for all children to attend school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to ensure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- our responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Self-isolation and shielding

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:

- they have had symptoms or a positive test result themselves
- they live with someone that has symptoms or has tested positive and are a household contact
- they are a close contact of someone who has coronavirus (COVID-19)

New guidance for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable is available here:

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> (CEV or shielding list) was published on 05 January 2021.

The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a [statement on schools and childcare reopening](#) which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician.

All pupils, including those who are [clinically extremely vulnerable](#), can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.

The government has reintroduced formal restrictive shielding advice in all areas during the lockdown with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.

Where a pupil is unable to attend school because they are complying with clinical or public health advice, The Maplesden Noakes School will immediately offer them access to remote education. We will keep a record of, and monitor engagement with this activity.

Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Pupils and families who are anxious about return to school

Only the vulnerable students and the children of key-workers must attend school. Any student who may be reluctant or anxious about returning will be given appropriate support and reassured that the school has appropriate measures in place (in accordance with government guidelines) to keep them safe.

School workforce

The DfE guidelines currently expect most of The Maplesden Noakes School staff to be in school after the February half-term.

It may well be that some roles are conducive to working from home, however, such as some administrative roles; these will be discussed on a case by case basis. Initially, however, we would like all staff to be in school from the start of term 4.

All staff need to follow Government guidance regarding handwashing upon arrival at school, maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section. and frequent handwashing/use of hand sanitizer during the school day.

All staff need to use the contactless swipe in and out at reception using their badges. We are currently looking at purchasing additional swipe in and swipe out card readers placed at different points in the school, in order to reduce queuing at peak times. This ensures we have a robust method of trace and track if needed.

It is recognised that staff need spaces to go to in between lessons, especially as they are now moving around frequently. Because staff are able to move between bubbles, it is acceptable for staff to return to their normal departmental offices although they will need to follow social distancing and deep cleaning rules as set out below. Staff will need to use common sense when deciding on the number of staff accumulating in one space. For example, if it is not possible for staff to use a traditional departmental office space for the department to have their lunch together, they will need to use the staff room, the hall or other appropriate large spaces where they can remain two metres apart or 1+ metres apart, or wear face coverings or not stay in the same space as each other for too long as per government advice. It is not possible to micro-manage every possible scenario regarding this and staff need to use their judgement and common sense to minimise risk. Because staff are moving across the site regularly, they may wish to keep personal belongings in secure areas. Staff need to be aware that lockable offices may need to be used by several people throughout the day so personal belongings will need to be locked in areas that are not for multiple use or that are secure.

Staff can use all available spaces for PPA, lunch, breaks etc in between teaching duties.

The only exception to this rule is if an area has been deliberately locked so that the site team do not have to regularly clean it. These areas will be clearly signed. Staff must apply social distancing rules in these areas as set out by government guidelines. Staff must deep clean these areas after use as it is likely that they will be used by other staff at other points throughout the day. Staff in offices that contain more than one person must ensure they are not sitting opposite each other and should wear face coverings. Staff who are on their own in any office should put a face covering on if someone else enters the office, as should the person or persons entering the office. Where offices are not regularly used, they should be locked and not opened up. If an office or space has to be used that is not regularly used, it is essential that the site team are informed so the area can be deep cleaned. Offices or spaces that are used in this ad-hoc fashion, must be locked again after

they have been used and after they have been deep cleaned so they are not accidentally used by others.

Staff are encouraged to bring in their own drinks and food from home and to use a flask for hot drinks as far as possible, to minimise transmission of the virus. As students will be on staggered breaks, there will be space in the restaurant and possibly in the hall that will be specifically available for staff at lunch and break times. Staff can also sit outside if they wish to during their breaks. Any shared equipment in offices, such as, for example, telephones, need to be wiped down after use. We need to encourage social distancing by all staff and staff need to know that they can report concerns if they feel others are not doing so to any member of SLT.

Where areas currently have staff toilets, these staff toilets will continue to be designated to staff. Each bubble area will also have a designated cleaner who will also be responsible for regular cleaning of toilets in that area.

Classrooms will have wipes placed in them in order for staff to wipe down IT equipment and staff desks before leaving them and upon arriving in a new room. Cleaners will also regularly clean these areas when they are not in use.

Staff Well-Being

We are very aware that COVID 19 may have caused many staff to experience bereavement, anxiety and distress. All staff are currently entitled to six paid for counselling sessions and we are looking at increasing the number of sessions offered to support staff. In addition, the Education Support Partnership has a free helpline for school staff on mental health and wellbeing and offers support and on-line sessions. The Government is also offering additional information and support regarding [mental health support for pupils and teachers](#).

These web documents may also be of use: <https://www.boingboing.org.uk/wp-content/uploads/2020/06/Tips-for-Staff-Resilience-during-Covid-19-crisis.pdf>;

<https://covid.minded.org.uk/stress-and-fear/>

Staff will continue to have the opportunity to access online well-being support.

We believe that all staff need now, more than ever, an effective work/ life balance, and are looking at practical ways of supporting staff achieve this such as implementing flexi-times with regards to staff arrival and leaving times. Teaching staff may well be on cover rotas and will need to be on site at these times as well as lesson times. Any staff who have non-contact periods at the end of the day need to check with MWA to see if there is emergency cover before leaving site.

Staff who are clinically vulnerable or extremely clinically vulnerable

We are following Government advice for staff who are clinically vulnerable, including pregnant women. Clinically vulnerable staff can return to school in September. While in school they should follow the measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing; adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. Specific details can be

found in these documents: [clinically-vulnerable, including pregnant women](#). JRE and MWA will complete RA with relevant members of staff ASAP, and before staff meet students.

In light of this, we need all female staff to alert MWA at the first opportunity if they think they may be pregnant so that a RA can be completed swiftly and discreetly. This information will be kept completely confidential.

Advice for those who are extremely clinically vulnerable has been updated as of 05.01.2021

Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to MWA about how they will be supported, including to work from home where possible, during the period of national restrictions.

The current lockdown regulations mean that the majority of staff should work from home.

Staff who live with people who are clinically extremely vulnerable or clinically vulnerable.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

We are aware of the on-going research into this and will support staff and implement additional measures as needed. Please contact MWA if you are in these groups. [COVID-19: review of disparities in risks and outcomes report](#).

Deploying Staff

The DfE advice suggests that to minimise risk, TAs could work with specific year groups, across bubbles and work with specific students in small groups. We have followed this guidance.

Recruitment

We are currently fully staffed with regards to teaching staff. If we need to recruit before **the end of the year**, we will continue to operate remote recruitment. We are committed to ensuring that new staff feel as supported as possible prior to starting, and we have ensured that contact is made by Departments prior to school returning. MWA has been in contact with all new staff and will keep them abreast of information as needed. Safeguarding checks can be remote otherwise instructed by the government then return to normal.

Use of Supply staff

The DfE guidance makes it clear that supply staff can be utilised and that supply staff can move between schools, but that as far as possible, we should consider should longer term assignments.

Visitors onto the school site.

In order to ensure that The Maplesden Noakes School staff and students are safe, as far as possible, visitors should only come onto school site if they have an appointment. Staff who

are on reception, therefore need to be extra vigilant with barrier gate calls, and JRE will liaise with MGGS regarding ensuring they do the same.

All visitors must sanitise their hands upon arriving on site and follow social distancing and handwashing procedures whilst visiting.

Peripatetic teachers and other regular visitors will have the up to date RA emailed to them. They always need to keep a digital copy whilst on site at The Maplesden Noakes School.

We recognise the importance of supporting ITT teachers at The Maplesden Noakes School, as this is our most valuable method of recruiting effective teaching staff. We will continue to work with KMT and CCCU, requiring all trainee teachers to adhere to all elements of the Handbook.

Staff Absence/ Illness

It is vital that staff alert MWA and HLI if they experience symptoms, so that a test can be organised ASAP. In order to ensure that we have as much information as possible, during this period, staff who are absent need to **email or speak to MWA personally regarding absence on the first day and alert her of any changes by 7.30 am**. This is a change of procedure. MWA will then alert YHA of staff absence. If her phone is engaged, or switched off, MWA will contact staff directly upon receiving a voice mail message or email.

YHA will continue to book supply staff and work needs to be emailed to YHA and HOD as usual. If staff are in a crisis, then a family member can of course leave a message.

Holidays.

The government has set a requirement that **all international arrivals, including UK nationals, will have to present a negative COVID-19 test before they board a plane, train or boat bound for the UK, taken up to 72 hours before their journey began.**

Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.

Staff who have booked holidays to areas not now exempt from the quarantine areas must alert ROW and MWA ASAP, if they will be in quarantine for the beginning of the school **term**.

A full list of the countries that do not now need quarantine are available here. We would ask that staff do not book holidays in countries not covered by this list until guidance changes.

<https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors#history>

Performance management and appraisal

Whilst we will adhere to the School Teachers' Pay and Conditions Document, which includes the requirement to ensure that all pay progression for teachers is linked to performance management, we will be pragmatic and adapt performance management and appraisal arrangements to take account of the current circumstances. We will ensure that staff are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of COVID and the shutting of the school.

Appraisals and performance management for support staff will be carried out in accordance with the policy, but again, we will be mindful of the extraordinary circumstances that COVID has presented.

Safeguarding

Safeguarding is the responsibility of the whole school. The Maplesden Noakes School has systems and procedures in place that support keeping children safe and promoting wellbeing. During lockdown we have adapted our systems and kept up to date with training to ensure that, when students return, we have the expertise and confidence to meet a wide range of needs. We are mindful of the rise in cases of Domestic Abuse during the lockdown period and will be alert to the students' relevant needs.

In line with Department for Education guidelines, a designated safeguarding lead (DSL) must be a member of the school leadership team and have the authority to make safeguarding decisions on behalf of the school. The Safeguarding Team at The Maplesden Noakes School includes the following staff: T Hamer: Designated Safeguarding Lead, J Usher, T Hillier, M Hamer, and R Owen: Deputy DSLs. All receive the same standard of training and have the responsibility of training the whole school on their duties to safeguard children.

The whole staff including governors received training during our staff development days before school started in September, the training includes the following:

- Whole school safeguarding training with statutory updates from KCSiE 2020 (Keeping Children Safe in Education)
- Whole school Operation Encompass training – procedures that we must follow when we are notified of a domestic abuse incident in our school community and how to support our students
- New software (CPOMS) has been used by the safeguarding and pastoral team during lockdown to record any safeguarding or wellbeing issues. Training will be extended to all staff. This will allow them to alert us to any safeguarding concerns effectively so that the safeguarding team can make decisions on the appropriate support required for the child.

The new statutory guidance for schools on how to keep children safe can be found by clicking on the following link - this guide has been published by the DfE and is written for schools. **By law, every member of staff is expected to read at least Part 1** of this document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

The information from the KCSiE 2020 document has been processed and the safeguarding team and governors have been trained on any new updates. The guidance has now been added to our Safeguarding/Child Protection policy which can be found on the school's website.

Every student and every adult will have had a different experience of lockdown and the COVID-19 crisis. The Safeguarding Team will collect information from students when they return to assure staff that they have up to date evidence on our students' main concerns relating to the pandemic. Staff will be mindful when speaking to students and will be supported by the pastoral team should they feel a particular area of concern needs to be addressed by the school. Any individual concerns should be referred to the Safeguarding Team promptly – this includes concerns surrounding mental health difficulties.

A number of organisations offer support for both children and adults and can be accessed by the wider community:

<https://elearning.creativeeducation.co.uk/courses/covid19-staying-mentally-well/>

<https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/>

https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_2

<https://www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/>

<https://www.sleepstation.org.uk/articles/>

<https://www.nhs.uk/conditions/stress-anxiety-depression/ways-relieve-stress/>

<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#collapse081e7>

<https://childmind.org/article/self-care-in-the-time-of-coronavirus/>

<https://www.psychologytools.com/articles/free-guide-to-living-with-worry-and-anxiety-amidst-global-uncertainty/>

<https://www.ocduk.org/ocd-coronavirus-summary/>

<https://www.ocduk.org/ocd-and-coronavirus-survival-tips/>

<https://www.nspcc.org.uk/>

Microsoft Teams/Any Online Use: throughout lockdown we have updated our risk assessments weekly; staff are aware of their responsibilities surrounding safeguarding in relation to online work. For example, students and staff are clear that private channels between one student and a teacher breach our Acceptable Use Policy (refer to website) - as this is the equivalent of meeting with a child in a closed room with no other witnesses. If a member of staff is worried about what a student has posted in their online work, they have been made aware that they must make a member of the Safeguarding Team aware immediately – and chase a response if necessary. All the usual safeguarding rules apply in any online activity.

The Safeguarding Team meets with the Headteacher once a week. During the meeting we discuss any students who may require extra support. Based on our weekly analysis of data, we make decisions on any key messages that need to be delivered to our students or school community. This is also an opportunity to learn from best practice and upskill if necessary. We work extremely well with external agencies such as Headstart, Project Salus, Early Help, Barnardos and many more. This allows us to effectively signpost our families to a good support network if required.

Our Safeguarding and pastoral teams extend to internal support that we have commissioned. These services are an established method of support in our school and as such our students have access to a school counsellor and intensive mentors. This extra level of support is crucial for our students and allows us to provide another role model who is not part of the teaching staff.

Our curriculum has been developed to include statutory obligations surrounding safeguarding and wellbeing. As such, we make healthy relationships and wellbeing a priority to ensure that students have a broad education surrounding their personal development, this enables them to apply national guidance during their school years and adult life. Throughout lockdown we have delivered online safety and healthy relationship lessons, as it was indicated nationally and at a local level that this was what students required. We will ensure

that lessons such as these will become part of a spiral curriculum of safeguarding and wellbeing which will be repeated with depth on a regular basis.

Any poor attendance in school is tracked and monitored as set out by the DfE, persistent absenteeism is a well-known safeguarding trigger and therefore students who miss school regularly trigger a high alert. The majority of parents understand the importance of regular attendance, but we make no apology in requesting that parents fulfil their statutory obligation to ensure that children are sent into school regularly and on time

From our recent surveys it is evident that we, as well as parents and students have benefitted from the pastoral calls. We are keen to continue this in the future, as the information we receive from families really helps us to identify tweaks to our safeguarding curriculum and allows us to support our students effectively. As always to ensure that your child is happy at school, we would ask that you continue to update us with any concerns you or your child has so that we can continue to support and provide a positive experience for your child. For any of our new families joining the school please email generalenquiries@maplesden.kent.sch.uk and the email will be passed to the relevant person/department.

We are extremely fortunate to be part of the National Mental Health Programme that is due to start in January. **This will be subject to change during the January lockdown.** As part of the pilot roll-out programme we will be assigned a qualified dedicated mental health nurse to school for 2 days a week. More information will be shared in due course but inevitably this programme will be a great resource for our school community as a whole.

Catering

The canteen will provide hot lunches for all students and staff although we appeal to students and staff that where possible you bring a packed lunch as this will reduce the pressure on the canteen during this period. It is essential that all students are provided with a well-balanced diet. Year group bubbles will use the canteen at separate times and the canteen will be deep cleaned in between each bubble's use.

The canteen will only provide food during lunch times as there is not the time to provide food during morning break.

Educational visits

The government is continuing to advise against overseas **and domestic** visits and these will not go ahead until this advice is changed. The school will keep parents informed regarding cancellations and refunds. It may be that any cancellation occurs close to the time of the visit as insurance will only cover refunds if government advice prevents the visit from occurring and this advice is often subject to change closer to the time of the visit.

School uniform

During the January lockdown, the school does not require students to be in full school uniform.

Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations

We are determined to continue to provide all students with the same ambitious and broad curriculum right from the start of the autumn term. Despite the need for us to operate in Year Group 'Bubbles', we will still be offering the same extensive range of subjects and students' timetables will not be impacted by these changes. Students in Key Stage 4 and 5 will be able to continue to access all of their examination subjects.

However, one of the requirements of Year Group 'Bubbles' is restricting the movement of Year Groups and bubbles remaining static in one area of the school. A knock-on effect of this requirement is that students will experience limited access to specialist areas in the school, such as Performing Arts studios, ICT Classrooms, Art rooms, and Tech classrooms. We will endeavor to give students as much access to these areas as possible whilst strictly adhering to the government's guidance on social distancing. Only one Year Group Bubble will be able to access a specialist space each day unless a deep clean is possible between lessons.

Additional guidance has been provided for Dance, Drama and Music lessons because there may be an additional risk of infection where singing, playing wind instruments, Dance or Drama takes place. In line with this guidance, KS3 Performing Arts practical lessons will not be able to take place for time being. KS4/5 Performing Arts practical lessons will only take place in school where numbers can be limited so as to maintain social distancing in the studios. The guidance also restricts physical correction by teachers and contact between students in Dance and Drama.

KS3 Music practical lessons will also be restricted in line with the additional guidance. KS4/5 practical lessons will only place where social distancing allows. Additional measures will also be adhered to including: teaching in well ventilated spaces, placing students back to back when playing or singing, more frequent handwashing and cleaning of equipment and instruments. Peripatetic lessons are paused for the time being, but we are hopeful these will be able to resume again where possible in line with the government's guidance.

Once students have returned to school in the autumn term, they will not need to access remote learning on Microsoft Teams in the way they have in the summer term. That being said, students have made a huge success of Teams and staff will continue to make use of this technology in school and develop remote education as part of the school curriculum. Microsoft Teams will continue to be used for setting homework and assignments.

Physical activity in schools

As a school we fully understand the importance of physical activity for students, both for their personal fitness and well-being but also for their mental health. When possible, we will ensure that students have access to physical activity in a controlled and safe way.

Behaviour expectations THI

The Maplesden Noakes School's behaviour policy remains the same as it was prior to lockdown with a few additions which will be documented in the COVID 19 Behaviour addendum: [Behaviour policy model addendum coronavirus v1.doc](#)

It is vitally important that students return to a system that they are familiar with and is upheld in the same way to provide consistency and stability. However, some changes are necessary and these include:

- Added behaviour category - Deliberate breach of social distancing rules 1st offence – letter home, 2nd offence – day in isolation, 3rd offence - 1 day exclusion.
- All students will be expected to wear a coloured lanyard (these will be supplied) to identify their year group “bubble”, failure to wear these will result in a mark on the uniform card.
- Uniform cards will still be issued however teachers will instruct students to sign their own using the teacher's initials. If the student should now sit a detention because there is a 5th signature then the teacher must email the Year Group Student Manager so that a red card can be issued and a detention issued in the usual way.
- The Blue Room will be temporarily moved to the main hall to ensure that social distancing can be adhered to.

This will be clearly communicated to students when they return through welcome back assemblies and Form Time. Parents will be able to view the new behaviour addendum on the school website.

Whole school detentions will be replaced with whole year detentions to ensure that “bubbles” do not mix.

The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

Parents will be encouraged to share with the school any adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks so that appropriate support can be put in place. Form Time will also provide a space for students to share their concerns and give any opportunity for Form tutors to speak individually to students. **All staff and especially Form Tutors can access <https://www.minded.org.uk/> for resources to support this.** Schools will also work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

Cycling to and from school

Students will be permitted to cycle to and from school, however during the first week back they must apply for a cycling pass, letters will be available from their Student Manager at

break and lunch. This letter must be signed by a parent and returned no later than 11th September 2020, and these conditions must be adhered to:

Cycling to School Guidelines:

- All bicycles to be stored at school must be in a roadworthy condition with two brakes, reflectors and a bell.
- Students must wear a bicycle helmet to and from school.
- Students should, where possible, wear high visibility clothing and in winter parents should ensure that adequate front and rear lighting is fitted to bicycles.
- Cyclists must dismount as soon as they approach the school gates and push their bicycles to the bicycle storage area.
- Bicycles should be locked securely in the allocated bicycle storage area for the appropriate bubble year group.
- Students must not touch any other bicycle other than their own and bicycles should be wiped down with an antibacterial wipe before bringing to school. It is recommended that students bring in their own wipes to clean the seat and handlebars before using on their journey home.
- The school cannot accept any responsibility for loss, theft or damage to any bicycle or associated items brought to school.
- The Headteacher reserves the right to withdraw permission to store bicycles at school if the above guidelines are not adhered to.
- The Headteacher reserves the right to stop a student from riding their bicycle home if they are without a bicycle helmet. In this instance parents will be contacted and informed as soon as possible.

Upon receipt of the signed letter, which should be returned to the Student Manager, the school will issue the cycle pass which students should carry with them at all times.

Pastoral Support

Students will continue to access support in the same ways as before, through their Form Tutor, Student Manager and Head of Year. Each year group has a dedicated Student Manager and Head of Year as follows:

Year Group	Student Manager	Head of Year
Year 7	Mrs Hayward	Mr Williams
Year 8	Mrs Elderred	Mr Chapman
Year 9	Mrs Mayos	Mr Birchall
Year 10	Mrs Crouch	Miss Fraser-Thompson
Year 11	Mrs Packard	Mr Davies

Sixth Form

Head of Sixth Form – Mr Newcombe

Academic Student Manager for Yr12 &13 – Mrs Griffin

Head of Year 12 – Mr Wade

Head of Year 13 – Mrs Griffin

Should you wish to contact any of the above via email this can be done through Generalenquiries@maplesden.kent.sch.uk , or by telephone to the school number. Please be advised that Heads of Years do have a teaching timetable and are not always available to talk on the telephone during school teaching hours.

Pupil wellbeing and support

The return to school **will allow social interaction with peers, carers and teachers, which benefits wellbeing.** We will focus on celebration and build on the collective strengths that we have developed with our school community, and we are sure that in the future we will be able to look back on this time collectively and as a community. We will endeavour to build upon our students' resilience by exploring their experiences of lockdown in a structured way, celebrate any areas of personal development and identify issues that we can address as a community where necessary.

It is of paramount importance to us that form tutors speak to individual students in the first few weeks that we return; this will allow each child to have a voice, and they will be encouraged to alert us to any concerns that they may have.

Children react, in part, on what they see from the adults around them. When teachers deal with the return from lockdown calmly and confidently, they can provide the best support for the students. Staff can be more reassuring to others around them if they are well prepared. We have made sure that the return to school is phased so that students can become familiar with their new environment, this will hopefully make them feel more at ease and allow them to digest rules and new ways of working.

We ask that parents look out for levels of anxiety in their children and that staff do the same for their students, and alert us if necessary. Some common changes to watch for include:

- Excessive crying / irritation
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Irritability and "acting out"
- Poor school performance or avoiding school
- Difficulty with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain
- Use of alcohol, tobacco, or other drugs
- Poor sleep patterns

We will be refining our induction programme for all year groups, this will support any anxieties that students will be having surrounding the return to school and as mentioned in the safeguarding section we will be speaking to students directly to adapt our delivery of our wellbeing curriculum based on their need. It is important that we remember that a student's response to the pandemic will be different to an adult's response and as we are no longer children we must gather our evidence from them and make our programme unique to each year group/student! Some of the areas that we know we will have to cover based on national evidence is as follows:

- We will take time to talk to students about the COVID-19 outbreak. We will answer questions and share facts about COVID-19 in a way that they can understand and ensure that there are no misconceptions due to conspiracy or fake news stories.

- Reassure them that they are safe. Let them know it is natural to feel upset and reassure them with the control measures that we have put in place
- We will give them time to rebuild lost relationships due to lockdown, time to re-establish their friendships.
- The new RSE curriculum (<https://www.maplesden.kent.sch.uk/downloads/policies-2020-21/Policy-RSE-and-Curriculum.pdf>) was to start in September. However, given the circumstances, we have decided to spend the **next** term focusing on mental health, well-being and healthy relationships. Form Time sessions will be dedicated to this.

As mentioned in the safeguarding section we have commissioned services to support our students in school. In addition to counselling and intensive mentoring services we also have a myriad of other services that support our most vulnerable students:

- CAST mentoring service - specifically dedicated to wellbeing
- Caseworkers assigned to individual students. These are referred by the Head of Year (HoY) by need and sessions last for 6-8 weeks, this can be extended if required
- Year 7 nurture group - primary schools signpost students to our nurture group and this supports a smooth transition
- Resilience toolkits - these are delivered to individual students to empower them to use new strategies that they may not have used before to support their wellbeing.
- Sulp – Social Use of Language Programme – this is for anyone who is flagged in lower school that might need support interacting with their peers
- Lower and upper school invite only lunch club
- Young Carers’ fortnightly lunch club
- Specialist Teaching Service – this agency will run 5 lessons on wellbeing

We have a very experienced SENCO team that can use the expertise of CHYPMHs (previously known as CAMHs) and an Educational Psychologist. We also have really good links with the Emotional Wellbeing Service (EWS) and signpost students to MIND for managing anxiety and “taming my temper” courses. Our SENCO (Miss Hales) is also part of our safeguarding team and with her expertise we are able to ensure that our students in need get the appropriate support.

Finally as mentioned in the safeguarding section we are in the 25% of schools who have been assigned a mental health nurse, the pilot programme starts in January and we are really excited to have an expert assigned to us where we can get immediate support for our students.

Section 4: Assessment and accountability

The first priority within the first few weeks after the 3rd national lockdown will be to keep everyone safe and ensure that new routines and the ‘new normal’ works. This means that although high standards of teaching and learning, behaviour and politeness will be expected as always, there will be an understanding that anxiety and mental health issues created as a result of COVID-19 must not be exasperated by unrealistic expectations. We want students and staff to get used to a well organised routine that put their minds at rest. So, we will still expect students to complete homework and to do their best in class, but we will be more understanding of COVID-19 related issues and pressures.

We need to begin to assess gaps in student knowledge created by the lockdown and a 'low stakes' approach to assessing gaps will be a priority for the first term and beyond. Staff and departments need to plan how they can assess these gaps in a way that is supportive.

We are also extremely interested in how we apply the positives learned from the use of MS Teams to an on-site environment and will develop these ideas once we have established more functional daily routines.

Section 5: Contingency planning for outbreaks

For individuals or groups of self-isolating pupils, staff will ensure that classwork is available on MS Teams. As far as is practically possible, the work will be identical (or adapted as appropriate) to the work set to the class in school. Of course, it is likely that MS Teams will now be used regularly for all classes in school as its use has been so successful during lockdown and its continued use during on-site lessons is now likely to enhance teaching and learning. Departments should plan to use MS Teams in their lesson planning and work schemes where appropriate. **As part of this planning, departments will aim to:**

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

In the event of a local outbreak, the PHE health protection team or local authority may advise the school or a number of schools to close temporarily to help control transmission. In

this eventuality, The Maplesden Noakes School may return to remaining open only for vulnerable children and the children of critical workers, and providing remote education via MS Teams for all pupils following the same routines (including live lessons depending upon the length of the lockdown) as were established in the lockdown between March and July 2020.