

Covid-19 October 2020 Sutton House Academy Statement

In Sutton House Academy we are split into 3 hubs, being Primary Hub, Secondary Hub and the Welfare Hub however, as is necessary for some staff to support different hubs, and all pupils have access to the main hall, which is used for PE and lunch we will refer to ourselves as **one Bubble**.

We follow government guidelines, we encourage hand sanitising and keeping to the 2metre distance rule as much as possible. We have reduced our class sizes which provides more space per child.

Should we be affected in Sutton House we have the following plan dependent on severity of the case and in line with Government Tiers. We will remain open and support the children as much as feasibly possible.

A Covid 'Stage 5' will immediately prompt Level 3 in first instance unless directed by the Trust to implement an immediate Level 4 response. Guided by the Trust and PHE.

Level 1 - Reduce social / lunch / activities
Level 2 - Reduce to 2 hourly slot allowing x4 30Min lessons, with all year groups present moving from class to class.
Level 3 - Keep to 2 hourly slot with restriction on movement within academy, with all year groups present, working with Tutor and LSa only.
Level 4 - Pupil to stay at home and an 'invitation' to attend – fortnightly staff timetable –welfare home visits –google classrooms

Showing Symptoms - What should a teacher or school staff member do if they, or a member of their family, suspect they have the coronavirus?

When a teacher suspects they or a member of their household has the coronavirus, they should self-isolate immediately and organize to be tested.

If the test comes back negative, the teacher can return to work as normal.

If the test comes back positive, the DfE says "**rapid action**" to protect their class and staff in their setting should take place.

Showing Positive Symptoms - What should 'rapid action' look like?

The current advice dictates 10 days of isolation after testing positive (assuming the person is well enough after this time to either return to work and/or cease self-isolation).

The symptoms of a cough or loss of sense of smell or taste may continue for longer time, and it is fine for teachers to return to work with these symptoms. However, teachers should not return to work if they have a high temperature.

This is likely to dictate that anyone who has been in close contact with the teacher should self-isolate for up to 14 days and take a test if they develop symptoms.

Following a positive test –if an individual test positive for COVID 19 all close contacts (less than 2m apart) are required to self-isolate. This is within school bubbles and at home.

Contacts of contacts i.e. siblings of a close contact, which have not themselves come into contact with a positive individual are not required to self-isolate

Close contact covers the following:

- Direct close contacts – face-to-face contact with an infected individual for any length of time, within one metre, including being coughed on, a face-to-face conversation or unprotected physical contact (skin-to-skin).
- Proximity contacts – extended close contact (within one or two metres for more than 15 minutes) with an infected individual.
- Travelling in a small vehicle, like a car, with an infected person.

If the students and staff deemed 'close contacts' have also been in contact with other groups of students and staff, should they also self-isolate?

This should only happen if the individual in the "close contacts" group themselves tests positive for the coronavirus.

How long does 'contact' have to be with a teacher or student who has tested positive to

The NHS guidance states the following as close contact:

- Close face-to-face contact (under one metre) for any length of time – including talking to them or coughing on them.
- Being within one to two metres of each other for more than 15 minutes – including travelling in a small vehicle.
- Spending lots of time in your home, such as cleaning it.

However, the guidance does state that being in close contact does not *always* warrant self-isolation.

"Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace."

If it is proven that a teacher or school staff member was infected with the coronavirus at work and the school has not followed the DfE guidelines, does that member of staff have any legal recourse?

This would ultimately be for the courts to decide on the basis of the individual facts/circumstances.

The situation is, in effect, no different than pre-Covid.

Where an employee suffers a detriment as a result of their employer's negligent actions, there may be a legal liability.

All schools should be working within the guidelines from [Public Health England](#) and the protective measures that have been set out.

Covid Emergency Curriculum due to National/Local Lockdown

Introduction

Due to the likelihood of a local/ national lockdown, an Covid Emergency response to Curriculum and to the Teaching and Learning at Sutton House Academy has been prepared (4 stages of emergency response) which encompasses a combination of mostly teaching (100% vulnerable/EHCP and need to be on site) Google classroom lessons and consistent and robust welfare checking driven by a RAG rated Risk Assessment appraisals of all pupils and staff. It is not on the government agenda to close schools for vulnerable children at stage 4 or stage 5 of the response to the pandemic. All pupils and staff are to be on site if not affected by pandemic related concerns. If the Academy is directed by PHE or the Trust, SHA stages of emergency will take effect.

Action

All children will be expected to attend school and the normal timetable will be delivered. Should pupils or staff find they are compromised due to Covid symptoms, exposure to a Covid patient or staff are unable to perform their roles due to the same reasons or impact on their own childcare arrangements, our emergency stages will start: Working directly with guidelines, PHE and the PLT Trust.

Level 1 /High 4 moving into 5 (RI)

Level 1 Intent	Implementation	Impact
Offer full timetable and remove lunches Transition and Readiness to learn are assessed continually	Timetabled lessons will continue and lunches/social will be removed. 8:30-11:45/12:15-3:30	Students have opportunities to continue with full curriculum offer without social/lunch time. All students continue to make progress.

**** in response to Covid, students have been assessed and access a safer environment thus more progress and all lessons can continue – social time will be removed**

Level 2 4/5 (RI high and local lockdown)

Level 2 Intent	Implementation	Impact
9:30-11:30, 12:30-2:30 for all students Maintain maximum impact of the offer to all students Teachers to touch base with all students.	Social time removed and hours reduced and staff to support transportation Teaching and Learning will focus on all subjects, making sure pupils remain on target and are supported in Google Classroom. Students will receive additional Google classroom support and their counselling and therapy intervention will be delivered through Team meetings where it is not possible to be on site	Students will receive quality provision. All welfare and counselling and therapy will continue to support those with the highest needs. Homework will be given and marked.

Morning Period

Lesson 1	Lesson 2	Lesson 3	Lesson 4
09:30 – 10:00	10:00 – 10:30	10:30 – 11:00	11:00 – 11:30

Afternoon Period

Lesson 1	Lesson 2	Lesson 3	Lesson 4
12:30 – 01:00	01:00 – 01:30	01:30 – 02:00	02:00 -02:30

Stage 3 Intent	Implementation	Impact
<p>9:30-11:30, 12:30-2:30 Tutor/LSa lead.</p> <p>Maintain maximum impact of the offer to all students.</p> <p>Reduce the movement within the academy.</p>	<p>Social time removed and hours reduced and staff to support transportation</p> <p>Teaching and Learning will focus on VOC outcomes and largely core.</p> <p>Students will receive additional Google classroom support and their counselling and therapy intervention will be delivered through Team meetings where it is not possible to be on site</p>	<p>Students will receive quality provision primarily based on core and VOC qualifications. All welfare and counselling and therapy will continue to support those with the highest needs</p>

Morning Period (Tutor/LSa remain with class)

Start	Finish
09:30	11:30

Afternoon Period (Tutor/LSa remain with class)

Start	Finish
09:30	11:30

Level 4 4/5 (RI high and local lockdown and directive from PHE/Trust (MARCH REPLICIA)

Level 4 Intent	Implementation	Impact
<p>All students receive a rich and targeted curriculum through onsite 1:1 or google classroom. Largely Core but working with the 9 Stage Model and readiness to learn. Progress will still be measured.</p>	<p>Rotation timetable in place (see below) Specific students identified through welfare to attend school. Safeguarding will drive this and ensure all checked but (due to low staffing numbers and government or Trust directives) will be invited on site (see Covid Response 1 timetable where 2 team system and on-site off-site education offered but all children checked) Google classroom delivered to off-site pupils (rota required) Work packs to (identified students) All students will receive and be given up to date, relevant and rich diet and google classroom will provide feedback</p>	<p>Students will receive quality provision primarily based on core. Progress will continue as more bespoke and targeted. Welfare will be priority.</p>

Team A (ABu)	Role/Responsibility	Team B (JOC)	Role/Responsibility
ABu	SLT/Welfare calls Secondary/SG	JOC	SLT/Drop offs/SG
	SG/Welfare calls Primary/SLT		Welfare calls Primary
	Drop offs		Drop offs/ Visual Checks
	Welfare calls		SG/Welfare calls Secondary
	Admin		SLT/Welfare Calls/SG
	1 to 1		1 to 1
	Google Classroom		1 to 1
	Food/Lunches		Google Classroom
	1 to 1		1 to 1
	1 to 1		1 to 1 / google classroom
	1 to 1 / google classroom		1 to1

Pupil Behaviour and Covid Levelled Response

Level	Behaviour Concerns with Covid	Behaviour Covid Response
B1	<p style="text-align: center;"><u>Low Level</u></p> <ul style="list-style-type: none"> • Bullying type behaviour (verbal) • Walking about the class • Consistently in peer personal space • Not following Covid clean procedure 	<ul style="list-style-type: none"> • Informal discussion with pupil • Parent/Carer phone call home • Reminder of the Covid approach/Expectations
B2	<p style="text-align: center;"><u>Medium Level</u></p> <ul style="list-style-type: none"> • Persistent refusal to follow instructions • Leaving classroom regularly • Persistent disruption to others' learning • Threats of assault/spitting 	<ul style="list-style-type: none"> • Parent/Carer meeting • Pupil consequence (after school/break time detention) • One to one in place for short period of time (out of main area)
B3	<p style="text-align: center;"><u>High Level</u></p> <ul style="list-style-type: none"> • Having to be kept safe due to threats of violence or damage (MAPA) • Refusal to follow instructions in any manner (not keeping self-safe) 	<ul style="list-style-type: none"> • SLT involved • Consider initiating Individual Behaviour Plan one to one • Changes to everyday approach and routine (times of entry/exit) • Longer isolation period • Parent/Carer meeting • 1 day pause (working from home)
B4	<p style="text-align: center;"><u>Highest level incident</u></p> <ul style="list-style-type: none"> • Spitting • Physical assault towards staff/peer • Deliberate coughing towards others 	<ul style="list-style-type: none"> • SLT involved • Reintegration meeting with parent/guardians • 2 day pause (working from home) • Isolation period

Pause Clause – pupil working from home with Google classroom and/or paper based approach.