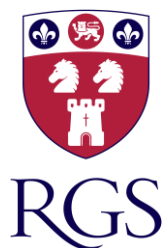


# **COVID-19 POLICY- ADDENDUM TO THE SCHOOL POLICIES**





# COVID 19 POLICY – ADDENDUM TO THE SCHOOL POLICIES

## Newcastle upon Tyne Royal Grammar School

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From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Newcastle Upon Tyne Royal Grammar School's (RGS Newcastle) policies cover:

1. **Safeguarding and child protection policies & attendance policy**
  2. **Student behaviour policy/Behaviour, rewards & sanctions policy**
  3. **IT acceptable use policy**
  4. **Anti-bullying & peer-on-peer abuse policy**
  5. **Staff behaviour policy/Code of conduct**
  6. **Safer recruitment policy**
  7. **Selection & monitoring of contractors policy**
  8. **Health & safety policy**
  9. **First aid policy**
  10. **Generic risk assessment for classrooms**
  11. **Fire alarm procedure**
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## 1. SAFEGUARDING AND CHILD PROTECTION POLICY

Our existing school policies continue to be compliant and fit for purpose. They recognise and respond to the key guidance documents:

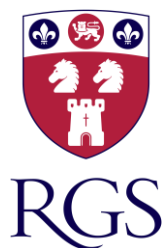
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Existing Local Authority/Safeguarding Partnership Advice and Guidance
- Additional guidance in response to the Coronavirus Pandemic was published by the DFE on 27<sup>th</sup> March 2020, and this annex to our existing policy reflects the advice contained within this document.

### 1) RESPONDING TO CONCERNS REGARDING A PUPIL

#### **Designated Safeguarding Lead (DSL), and deputy, arrangements**

Sarah Longville will either be on-site or available remotely to act as DSL. In case of her illness, Naomi McGough, Deputy DSL, will be available. All staff, students and parents have been made aware that the usual protocols of reporting concerns still apply.

All staff have been reminded that the same protocols and expectations for reporting and recording concerns still apply.



## II) VULNERABLE PUPILS

The DfE definition of vulnerable children includes the following:

- Those who have a social worker.
- Those children and young people up to the age of 25 with education, health and care (EHC) plans.
- Those who have a social worker including children who have a Child Protection Plan.
- Those who are looked after by the Local Authority.
- A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

All students who met this criteria were assessed, and places in school were offered during lockdown. Where a student didn't take up the offer to come into school their social worker was notified.

RGS Newcastle has its own definition of vulnerable students, and for each of those a **CONTINUITY OF CARE** plan was put in place and ownership taken by their Head of Year or Learning Support.

Weekly reviews of these students will take place to assess their level of vulnerability.

## III) SUPPORTING ALL PUPILS

During this period, the vast majority of our pupils are not expected to attend school. These pupils do not currently meet the agreed definition of a **VULNERABLE PUPIL**.

RGS Newcastle recognises our ongoing responsibility to provide advice, support and guidance to all our pupils and our staff are in regular contact with all pupils on our roll. Safeguarding these pupils remains **everyone's responsibility**.

We continue to seek to communicate with, and provide advice and information to all pupils using our Microsoft Office 365 suite. Our staff are aware of their responsibility to seek advice regarding any issue which causes concern and are expected to continue to adhere to existing school reporting and recording procedures for any potential safeguarding issue.

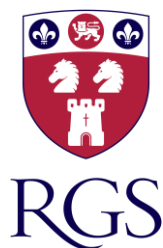
All teachers with a pastoral role were given a guide on their role during lockdown, with regards to registering attendance, monitoring wellbeing, and safeguarding protocols (for Form Supervisors and Heads of Year). (Appendix 1 & 2).

All students have been reminded via email and Teams of how to connect with support and advice during lockdown, and a centralised Senior School Student Hub on Teams has been created to hold these resources.

Our staff are aware of their responsibility to seek advice regarding any issue which causes concern and are expected to continue to adhere to existing school reporting and recording procedures for any potential safeguarding issue.

## IV) SCHOOL ATTENDANCE PROCEDURES

Following the DfE guidelines, we are not obliged to complete our usual attendance process or to follow up in non-attendance. However, for good practice we expect all students to register with their Form Supervisor each morning no later than 10am. Any non-attendeess will be



followed up by the Form Supervisor, and should reoccurrence of lateness or non-engagement happen, then parents will be included and Heads of Year will follow up where necessary.

#### V) STUDENT WELFARE AND WELLBEING

Monitoring of student wellbeing via daily contact with Form Supervisors, and by regularly surveying students, is to be maintained throughout the duration of lockdown. This includes exam students who would otherwise have left our daily care and monitoring. Wellbeing resources made available and to be regularly added to and renewed.

All students receiving bursary support have been contacted by our Bursary Outreach Officer and receive continued contact and support throughout the duration of the lockdown, where an assessment of welfare support been made. Where food security has been an issue we will endeavour to offer a range of support for students – on-site meals being available, financial subsidies and also RGS community food parcels to families who have identified as in need.

#### VI) CHILDREN ON-SITE DURING LOCKDOWN

We will ensure that where we care for children of key workers and vulnerable children on site, we ensure appropriate support is in place for them. Daily logs of attending students and staff are sent to the DfE by noon.

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## 2. STUDENT BEHAVIOUR POLICY/BEHAVIOUR, REWARDS & SANCTIONS POLICY

### I) STUDENT BEHAVIOUR

The usual expectations of behaviour still apply. In addition to this, all students have been issued with the following:

- Remote-learning protocol. All students will follow an agreed remote-learning protocol ([Appendix 3](#)).
- Video-call etiquette ([Appendix 4](#)).

### II) SANCTIONS AND DISCIPLINE PROCESS

In the absence of the ability to use the range of detentions for different levels of sanctions, we will still apply sanctions at a Head of Year, or above, level, and look to use some form of restorative justice approach, to be judged on a case-by-case basis. This should include communication to parents.

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## 3. ICT & E-LEARNING ACCEPTABLE USE POLICY

During the period where new working arrangements are in place, we recognise that our pupils may be using a range of technologies and using online materials, as well as potentially accessing a range of different sites as part of their home learning programme.

In addition to their existing acceptable use of IT agreement, all students should complete an acceptable use of IT for Teams video lessons agreement before using Teams video calls for lessons, which details expectations of behaviour and safeguarding considerations. [Click here for the agreement](#).

We will share appropriate and recognised online learning materials with our pupils only using means which have been sanctioned by the school, and we will ensure we continue to reinforce our expectations regarding safe on-line behaviour for all pupils during this period.

Where staff have a concern, then they must follow existing school reporting procedures and



our [ONLINE SAFETY POLICY](#).

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#### **4. ANTI-BULLYING POLICY AND PEER ON PEER ABUSE POLICY**

We recognise that during the period where new working arrangements are in place, some pupils may be potentially vulnerable to different forms of abuse, including peer on peer abuse. We will continue to respond to any concerns which may arise. Staff must follow existing reporting arrangements, discuss concerns with a DSL and continue to follow the guidance set out within our existing policy. Regular reminders of how students can report concerns, or access support and advice are to be sent out, and information to be accessible (Senior School Student Hub established on Teams and Tootoot re-launched for all senior school students).

Parents will be reminded about how to raise concerns and how to contact in school. Signposts to external points of support and advice also given to parents through regular communications.

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#### **5. STAFF BEHAVIOUR POLICY/CODE OF CONDUCT POLICY**

##### **I) REMOTE-LEARNING & VIDEO CALLS**

In order to protect staff and students, the following protocols were put in place to supplement the existing [STAFF BEHAVIOUR POLICY](#):

- Staff safeguarding protocols ([Appendix 5](#)).
- Video-calls protocols ([Appendix 6](#)).

##### **II) EXCEPTIONS TO THE ABOVE FOR ONE-TO-ONE VIDEO CALLS**

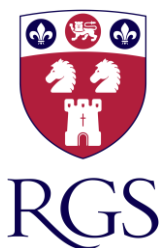
Requests to communicate with students on a 1:1 basis using video-call are looked at by the DSL and approved on a case-by-case basis. Where this was deemed appropriate, the following expectations apply:

- To gain consent by a parent/guardian (evidenced by a form or email) of scheduled Teams video-calls between the member of staff and the student.
- That the calls are scheduled so the student and parent know in advance.
- That a log of video calls and consent from parents/guardians is kept by the teacher, and shared with their line-manager & DSL.
- That a line manager is included in the Teams video-call as an opportunity to quality assure that safeguarding practices are being met.
- The exception to this was made for Visiting Music Teachers (VMTs) who don't have access to our Microsoft Office 365 suite, so could use alternative accounts prearranged and agreed to by the parent/guardian of the student ([Appendix 7](#)).

##### **III) STAFF WELFARE AND WELLBEING**

We acknowledge how challenging working remotely during lockdown can be for all individuals and families. A plan of how to monitor and support staff was put into place ([Appendix 8](#)). Regular opportunities for staff to report their wellbeing, health and workload are to be offered throughout the lockdown phase, and ways to support is regularly revised.

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#### IV) RESPONDING TO CONCERNS REGARDING STAFF CONDUCT/BEHAVIOUR

All staff are aware of their responsibility to report any concerns regarding the conduct or behaviour of colleagues. Our [WHISTLEBLOWING POLICY](#) clearly sets out the reporting process, and this reflects the key messages set out in Part 4 of KCSIE 2019.

Should staff have any concerns they must follow existing school procedures.

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#### 6. SAFER RECRUITMENT & STAFF TRAINING AND INDUCTION

The DfE have given extensions to deadlines for refresher training for DSLs. For the period that COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. In order to support staff and keep children safe.

Where new staff are recruited, or new volunteers will continue to be provided with a **safeguarding induction**.

We remain committed to the principles of Safer recruitment practice and guidance as described in KCSIE 2019 Part 3.

Should volunteers be permitted to support the school, we will continue to undertake all appropriate vetting and checking procedures and ensure we are compliant with the principles of regulated activity.

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#### 7. SELECTION AND MONITORING OF CONTRACTORS

Contractors will be asked to demonstrate that:

- They have appropriate COVID-19 risk assessments and Statements of Work (SOWs) in place.
- Have suitable PPE available for their staff.

All contractors will be briefed on RGS COVID-19 specific procedures that are relevant to the work to be carried out.

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#### 8. HEALTH AND SAFETY POLICY

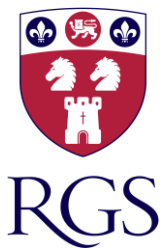
This Health & safety policy should be read in conjunction with the RGS COVID-19 specific risk assessments and SSOW.

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#### 9. FIRST AID POLICY

**To this end the school will provide:**

- Face masks and gloves for all staff and in addition visors and gowns for school medical staff.



#### **Staff qualified to provide first aid will:**

- When providing immediate care, staff will assess the situation and maintain social distancing where possible. If the injury is minor and the necessary treatment can be self-administered by the injured individual, then the First Aider should instruct the individual of the steps to be taken.
- If the injury is more serious, then the School Nurse should be contacted and images of the injuries sent to the Nurse's school mobile phone so that they can provide triage.
- The School Nurse will assess the injury and decide whether it is treatable within school or if an ambulance should be called.

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### **10. GENERIC RISK ASSESSMENT FOR CLASSROOM TEACHING**

Add the following:

|  |  |
|--|--|
| 30. COVID-19 specific factors: <ul style="list-style-type: none"><li>- Prevention of cross contamination – PPE, Cleaning</li><li>- Social Distancing</li><li>- Emergencies</li></ul> |  |
|--|--|

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### **11. FIRE ALARM PROCEDURE**

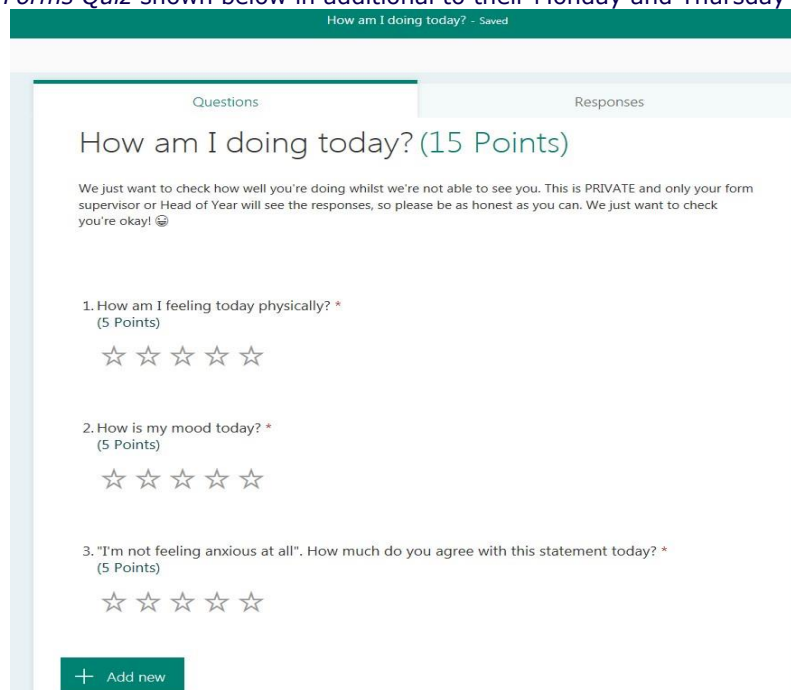
#### **FIRE ALARM IS ACTIVATED IN MAIN BUILDING/LMA BUILDING/TEMPORARY CLASSROOMS/STC/BRANDLING/DINING HALL/KITCHEN:**

- Staff in charge of students evacuate the building where the alarms are sounding.
- All persons should leave the building as quickly as possible. It may not be possible to maintain social distancing during an evacuation but it is more important to leave the building promptly.
- Once at the assembly point, social distancing should be resumed as far as reasonably possible.
- A roll-call of persons known to be in the building should be taken.
- Caretakers check specific alarm call point and if alarm is genuine notify the Head/Bursar/Deputy Head for a decision whether to evacuate any other buildings. If decision is to evacuate other building(s) SLT or office staff to activate clearing bell in other buildings.

## APPENDICES

### APPENDIX 1: FORM SUPERVISORS' GUIDE FOR THE PERIOD OF REMOTE LEARNING:

1. Please read the [SAFEGUARDING PROCESS AND PROTOCOL ADVICE FOR REMOTE LEARNING](#) located on the next page. If you find yourself in a tricky situation, please don't hesitate to contact SJL for support and advice.
2. If you become poorly and are unable to maintain this pastoral link then please follow the normal protocol of letting TEK know, but also please could you let the HOY know too, if possible?
3. Please aim to make contact with all members of your form at least once a day to maintain a direct pastoral link – even if it's just a "good morning!" message, and a thought for the day. The Microsoft Teams app may be a good way to do this? Or just simply emailing the class.
4. If you have any student in your form who is already receiving some form of wellbeing support in school, then they will have a [CONTINUITY OF CARE PLAN](#) completed by their HOY. You should have a copy of that. Please keep in touch with the HOY to ensure that student is okay.
5. Please maintain a record of responses that you've had from the students. Should any student not be in touch for three days then please follow up with them or a parent directly, and let the HOY know.
6. Please aim to set a "form time" activity at least twice a week. Some suggestions below:
  - PSHE topic for discussion
  - Newspaper article to read
  - Indoor exercise routine to try
  - Mindfulness activity.
7. Please formally gauge the students' wellbeing – you may want to send out a *Quiz* like the *Forms Quiz* shown below in additional to their Monday and Thursday form time activity?



How am I doing today? - Saved

Questions Responses

### How am I doing today? (15 Points)

We just want to check how well you're doing whilst we're not able to see you. This is PRIVATE and only your form supervisor or Head of Year will see the responses, so please be as honest as you can. We just want to check you're okay! 😊

- How am I feeling today physically? \* (5 Points)
 

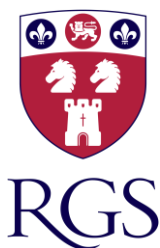
★ ★ ★ ★ ★
- How is my mood today? \* (5 Points)
 

★ ★ ★ ★ ★
- "I'm not feeling anxious at all". How much do you agree with this statement today? \* (5 Points)
 

★ ★ ★ ★ ★

+ Add new



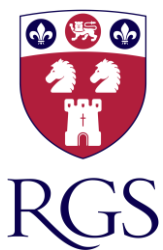


This example allows you to collate a “wellbeing score” and track to see whether that goes down. Should there be a downward trend or blip then please contact that student directly by email and copy the HOY in.

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## **APPENDIX 2: HEADS OF YEAR GUIDE FOR THE PERIOD OF REMOTE LEARNING**

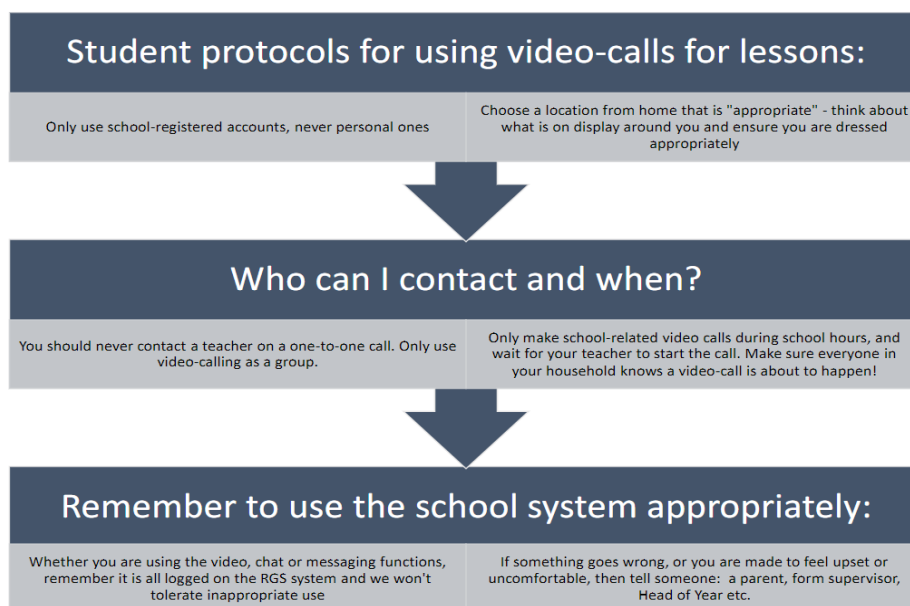
1. Please read the [SAFEGUARDING PROCESS AND PROTOCOL ADVICE FOR REMOTE LEARNING](#) located on the next page. If you find yourself in a tricky situation, please don’t hesitate to contact SJL for support and advice.
2. Please consider any students in your Year group who may already be receiving support for their wellbeing, and create a [CONTINUITY OF CARE PLAN](#) for them. Please ensure the student and/or parent, plus their Form Supervisor is aware of it.
3. Please note the guidance that has been given for Form Supervisors, who will be taking the lead with day-to-day pastoral contact with their form.
4. Remind them to keep a “register” of responses from students to ensure that they are all engaging with communications from school, and their wellbeing is OK. If there has been “radio silence” for three days then a direct email to a parent would be warranted to check all OK.
5. Please check in at least every other day with Assistant HOY & Form Supervisor team to ensure they are OK, and pass on any concerns about Assistant HOY or Form Supervisor to SJL.
6. Please consider how best we can use the Assistant HOYs to support you and the Form Supervisors. For example, they may be helpful in coming up with some suggestions for things Form Supervisors could share with their class – min. twice a week like a form time activity:
  - PSHE topic for discussion
  - Newspaper article to read
  - Indoor exercise routine to try
  - Mindfulness activity.

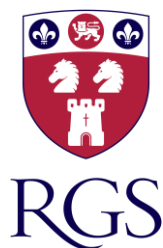


### Continuity of care plan:

|                   |                           |       |
|-------------------|---------------------------|-------|
| Name:             |                           | Form: |
| Overview of need: |                           |       |
| Plan:             |                           |       |
| Dates:            | Actions & outcomes notes: |       |
|                   |                           |       |
|                   |                           |       |
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|                   |                           |       |
| Additional notes: |                           |       |

## APPENDIX 3: VIDEO-CALL PROTOCOLS





## APPENDIX 4: TEAMS MEETING ETIQUETTE FOR STUDENTS

### Teams Meeting Etiquette – *for Students*

Running meetings via Teams has been a new challenge for the teaching staff, and there has been a steep learning curve to make things work as well as they have been. With no immediate end on sight for this period, we must continue to make remote learning work. With this in mind, there are a number of things we would ask that students support to help the teaching staff running lessons:

- Please wait until your teacher has started any online lesson using Teams before joining. If you do accidentally join early, please keep your camera and microphone off until they arrive.
- Please make sure you are dressed appropriately and that the space you are using for the online lesson is conducive to a working meeting and won't cause offence to others. Remember, keeping your camera off or blurring your background are options in Teams.
- Once the lesson has started, please keep your microphone on mute, unless directed otherwise by the teacher.
- The Meeting Chat function should only be used by students if directed to it by the teacher, and then anything posted must only be focussed on the lesson content. This is not an appropriate mechanism for messaging between students, unless agreed by the teacher in advance. This also applies to any collaborative spaces, e.g. a whiteboard, that may be used alongside Teams.
- Removing fellow participants from meetings / lessons or muting fellow participants during meetings / lessons is never appropriate for students to do.
- When the teacher signals the end of the meeting / lesson, all students should leave promptly and not continue talking after the teacher has left.

Your help with this is really important to ensure continued quality remote learning activity. Thanks very much.

TEK

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## APPENDIX 5: SAFEGUARDING PROCESS AND PROTOCOL FOR REMOTE LEARNING

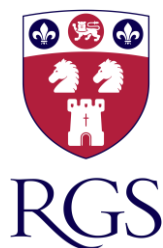
This is a guide aimed at protecting staff and students whilst they work in isolation

### **Group work (teacher to class):**

- All Office 365 tools are naturally monitored by our school, so that adds a level of safeguarding for staff and students: One Note, Teams, email etc. The times and content are logged on our system. This makes this method the best way to communicate remotely with a class.
- Additional resources for communication and setting work can be used in a group setting, but there must be a facility to record what is going on or to have external oversight, to ensure you protect yourself from allegations when working in isolation from home. Tools like this should NOT be used for one-to-one contact with a student, even if that medium has the facility to do so (see last bullet point below).

### **Individual communication (teacher to student):**

- Communication with a student should only occur using our Microsoft Office 365 tools.

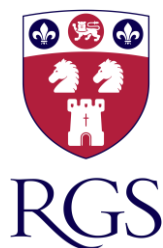


- Do not phone a student directly nor ask them to phone you.
- If you need to call a child's home, dial 141 at the start of dialling the number to hide your number.
- You should not have 1:1 video calls with students.
- If there are other secure and monitored methods of communicating directly with students then you must bring these to the attention of SJL, if you would like to use these.

**If you find yourself in a tricky situation please don't hesitate to contact SJL for support and advice.**

## APPENDIX 6





## APPENDIX 7: CONSENT FOR INDIVIDUAL MUSIC LESSONS VIA VIDEO-CALLS

### Individual music lessons during period of school closure

Dear parent / carer

In the instance of the school having to close we are keen to try to support and maintain the progress of the students who take lessons with the visiting music teachers. Should a closure occur the music teachers would be able to offer a lesson via Zoom (or similar), but this, understandably, comes with some additional considerations:

In order to facilitate this it would mean that a parent or carer in the family would have to have their own Skype or Zoom account, and that they are happy to make that contact directly with the music teacher's private account.

We would not allow a child's personal account to be used.

Given that private social media accounts are being used we also require a parent or carer to be present during the lesson. It would be down to yourselves and the music teacher to arrange a mutually convenient time for the lesson, hopefully to work around your work and care commitments.

Kind regards

Zlatan Fazlic

If you would like to organise a lesson remotely, please could you sign and return this form to me to give consent, and agree the following?:

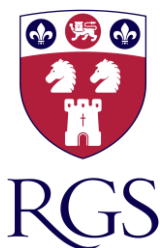
**Tick:**

- ☐ I will ensure that contact will be through a parent's / carer's Skype/Zoom/other account
- ☐ I will ensure that a parent or carer will be present with my child during the lesson

Signed: .....

Print name: .....

Date: .....



## APPENDIX 8: STAFF WELFARE

At this difficult time, it is crucially important that we not only focus our efforts on supporting students during the weeks ahead, but also our staff, and that we look out for each other.

With this in mind, can I please encourage Heads of Department, Heads of Section and Line Managers to keep in close contact with each member of your team to offer guidance and support, as you would do normally at times of difficulty. However, all staff members clearly have a part to play in monitoring the welfare of colleagues, and looking out for each other and following up any concerns is obviously really important too at this time, please.

We may also have to consider that many of our community are working parents or have other caring roles, which will add another level of difficulty to the situation.

If a member of staff is struggling or is feeling ill during the working day, then they are asked to bring this to the attention of their Head of Department, Head of Section, or Line Manager, or go straight to the medical office for support if they cannot be found, or if it is personal, of course.

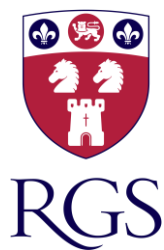
If a member of staff is ill and not able to come in to work, the protocols for this are set out in the **ATTENDANCE AND ABSENCE MANAGEMENT POLICY** in the Staff Handbook.

Should we have to part or fully close, then this system must obviously continue to operate even though certain colleagues may not be in school. With this in mind, should this occur we would still expect:

- Heads of Department, Heads of Section and Line Managers are to keep in close contact with each member of your teams to offer guidance and support, as you would do normally at times of difficulty. Daily contact, please, and done remotely if necessary. Next immediate line managers or a nominated deputy to stand in if the Head of Department, Head of Section or Line Manager is not well enough to fulfil this role.
- All staff members to play a part in monitoring the welfare of colleagues, and to look out for each other and follow up any concerns as necessary.
- If a member of staff is struggling or is feeling ill during the working day, then they are asked to bring this to the attention of their Head of Department, Head of Section or Line Managers, remotely as necessary. Contact with the medical team will also be possible via [nurses@rgs.newcastle.sch.uk](mailto:nurses@rgs.newcastle.sch.uk).
- If a member of staff is ill and not able to work the protocols in the **ATTENDANCE AND ABSENCE MANAGEMENT POLICY** for this still applies. Contact with the Bursar, Deputy Head or Junior School Head are expected, and also their Head of Department, Head of Section or Line Manager. This is primarily to make sure that the colleague struggling is OK and that they have everything that they need to support their recovery, but is also in place to allow organisation of any cover that might be needed. If the Bursar, Deputy Head or Junior School Head are not well enough to fulfil this role then a nominated deputy will be organised and advertised.
- Our usual contact times apply, so please aim to avoid sending contacts out beyond the 7am-7pm Monday-Friday norm.

Please note that access to the School Counsellor also remains possible through [counsellor@rgs.newcastle.sch.uk](mailto:counsellor@rgs.newcastle.sch.uk). Alex is exploring ways to offer support remotely, that is accessible to us and maintains the usual level of confidentiality. Remember that Workplace Options is also available to you for advice and counselling support.

Please note also that it would be a good time to check that you have your SLT contact card available and easy to access.



## CONTACT DETAILS

Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

General enquiries: [hm@rgs.newcastle.sch.uk](mailto:hm@rgs.newcastle.sch.uk)  
or [communications@rgs.newcastle.sch.uk](mailto:communications@rgs.newcastle.sch.uk)

[www.rgs.newcastle.sch.uk](http://www.rgs.newcastle.sch.uk)