



Coronavirus Response and Planning

Returning to school September 2020

v7 02092020 update

We have updated information on staff training, confirmed entrances to College for students, provided more information about enhanced expectations about behaviour and additional information about our intended use of assessment. We have provided plans of the College indicating zonal areas and one way system, and a 'Controls Notice' that will be placed in every classroom and around the College to publicise key expectations. We have added additional links to official advice that has emerged since the previous version of this document, and have provided detail about 'attendance expectations', 'use of face coverings', and 'contingency in the event of local (or national) restrictions' to reflect the requirements laid out in HM Government's recently published 'CONTAIN' strategy and guidance. In light of amendments and additions made to HM Government advice, we have also provided health guidelines for those planning to share a car to travel to and/or from school and added greater detail and clarity in terms of our 'Response to infection'. The document now also includes hyperlinks within the text to promote ease of use and navigation.

This document outlines in summary the proportionate, protective measures we plan to implement for children and staff to minimize contact, maintain distancing and thus effectively mitigate the risk of coronavirus transmission on the full reopening of schools in September 2020. The document also outlines in summary the associated adaptations we plan to make to the curriculum to protect learning and continuity of such (e.g. in the event of local restrictions), identify and recover any lost learning that may have taken place over the period of school closure (in the name of equity, through the lens of our disadvantaged students), and enhance rates of progress. The system of controls we are therefore implementing, as required by [HM Government guidance \(Department for Education \(DfE\) 2020d\)](#), aim to reduce the risk of transmission and spread, alongside ensuring that all students continue to 'receive a high quality education that enables them to thrive and progress'.

The arrangements outlined in the document have been arrived at to ensure accurate reflection of official and current guidance from the DfE and Public Health England (PHE), and after consideration of — and comparison with — approaches from a range of schools nationwide (e.g. United Learning 2020). The accompanying [risk assessment](#) can be accessed via our website (DMAT 2020: link provided at the end of this document). Please note that the measures and information contained herein are subject to constant, ongoing review and will be adapted in line with changes in advice and guidance from HM Government and PHE. Updates and amendments will be communicated to families, staff, and other stakeholders.

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- 1 All planned measures and adaptations are underscored by the following principles:
 - 1.1 Mitigating the risk of transmission.
 - 1.2 Mitigating the spread of transmission if a case does occur.
 - 1.3 Minimizing and controlling the numbers that could be affected in the event of a confirmed case.

- 2 We consider that:
 - 2.1 The cumulative impact of implementing a range of mitigating actions — to minimize contact, maintain distancing, increase cleaning, and enhance hygiene habits — will effectively support the management of risk of virus transmission and spread.
 - 2.2 Carefully considered efforts to negate the potentially negative impact on the taught curriculum of such necessary actions is crucial, both in the short and longer term, and especially given a) the learning deficit that is likely to have emerged throughout the period of national school closures, b) the additional efforts beholden of us to address the inequities that have reinforced and have emerged as a result, and c) the additional logistical and organizational pressures associated with the extraordinary autumn exam series, enhanced safeguarding and family support, etc.

- 3 Before students return in September 2020, we will:
 - 3.1 Train staff in approaches:
 - 3.1.1 Share this document.
 - 3.1.2 Complete and share the enhanced Risk Assessment.
 - 3.1.3 Share adapted Standard Operating Procedures (SOPs).
 - 3.1.4 Hold a virtual meeting to explain the necessary measures and adaptations and discuss general terms and concerns.
 - 3.1.5 Adapt the 'Annual Staff Safeguarding Knowledge Audit' so that staff are aware of changes to 'Keeping Children Safe in Education' (DfE 2020a), and that all staff complete online training focusing on 'Mental Wellbeing in Children and Young People' and 'Adverse Childhood Experiences'.
 - 3.1.6 Revisit and reiterate the measures and adaptations outlined herein (through adapted SOPs), alongside the Risk Assessment presentation from DMAT H&S Manager, on September 7 Staff Development Day.
 - 3.2 Communicate fully and openly with parents, carers and students:
 - 3.2.1 Inform via Principal's 'update' letters of our planning for September.
 - 3.2.2 Share this document and our enhanced Risk Assessment (DMAT 2020).
 - 3.2.3 Share, succinctly and explicitly, in single-page summary form, new measures and expectations of students, and the necessity to adhere to such.
 - 3.2.4 Afford parents, carers and students an opportunity to comment (survey).

- 4 Our mitigating actions are a set of actions we must take for ‘prevention,’ i.e. to minimize contact and maintain distance, and in ‘response to any infection’ (DfE 2020d).

4.1 In summary, this involves:

- Retain one-way system in place this term.
- Increased hand and respiratory hygiene expectations.
- Enhanced cleaning regime.
- Teaching KS3 in mixed-ability class groups, mostly in dedicated rooms.
- Fewer — and thus extended — lessons (three per day) to reduce movement around the college and negate the potential for year group ‘bubble’ contact at lesson transitions.
- Staggering break and lunch within extended lessons for year group ‘bubbles’, with eating spaces dedicated to year group ‘bubbles’ on a rolling basis to permit pre- and post-use cleaning.
- Zoning KS5 (Wardhayes).
- Aligning grouping in KS4 wherever possible in English, mathematics, science, and Religious Studies.
- Careful entrance and exit management, as staggering start and end times of the day is not possible, with separate entrances for respective key stages alongside strict hygiene controls.
- Social distancing to be observed by adults in office spaces, staff rooms and other areas where staff gather, with use of PPE where necessary (e.g. face coverings for whole staff gatherings).
- Protocol advice for travel to and from College.

4.2 As a result of these measures combined, there will be effectively no opportunity for year group ‘bubbles’ to come into contact, apart from travel to and from College, and for time out referrals to ‘Ready to Learn’ (R2L). Additional controls have been established to address and mitigate these risks as effectively as practicably possible.

5 Travelling to College

5.1 Students should walk to College wherever possible.

5.2 If students cannot walk to College, they should be driven (by members of their household) wherever possible. If sharing a car with people outside of their household, it is advised that windows are open, face coverings are worn (unless exempted: see DfE 2020d, DHSC 2020a), and seats are left free (if possible) to social distance.

5.3 If travel to College must be by coach or taxi:

5.3.1 Students should clean hands before boarding.

5.3.2 Students must wear face coverings.

5.3.3 Students should sit next to other students in their year, or siblings.

5.4 If travel to College is by public transport:

5.4.1 Students must wear face coverings.

5.4.2 Students must sit in seats that have been marked as available.

6 Arriving at College

- 6.1 Students will enter at separate entrances (see [figure 2, page 14](#)):
 - 6.1.1 Y7-10: Second side-entrance on main driveway.
 - 6.1.2 Y11: Third side-entrance on main driveway.
 - 6.1.3 Y12-13: Wardhayes.
- 6.2 There will be a 'no waiting' policy; students must go directly to their classroom.
- 6.3 Students must clean hands on entrance to College.
- 6.4 Breakfast will still be available, but if students take breakfast, they must:
 - 6.4.1 Wash hands before entering the dining room.
 - 6.4.2 Remain in the dining room, seated to eat at a year group 'bubble' table, or otherwise socially distanced at 2m.
 - 6.4.3 Dispose of any litter before leaving.

7 During the day

- 7.1 To avoid corridor congestion, students must adhere to the one-way system that has been carefully designed for mass movement around the College. The schemata for this system is provided in [figure 2 on page 14](#).
- 7.2 All classrooms, except for specialist spaces, will have a common layout, with all desks (one desk for two students) arranged in rows and forward facing, with space maximized between them.
- 7.3 All classrooms (including specialist spaces) will have a strict seating plan. Students must sit in the seat they are allocated, and only that seat.
 - 7.3.1 These seating plans will be recorded centrally to support effective and speedy liaison with Public Health England if a case occurs.
- 7.4 Students are encouraged to bring bottled water, which they may use during lessons, but all food consumption must take place only in designated dining areas or outside (this includes packed lunches), as per the schedule: KS3 Canteen, KS4 Café 11, KS5 Wardhayes.
- 7.5 Students must only use those toilets assigned to their year group 'bubbles'.
- 7.6 Students must wash their hands regularly (students are encouraged to bring their own hand sanitizer, but there will be such available in every classroom).
 - 7.6.1 Students must clean their hands before entering eating areas, and before using finger scanners in Café 11 or the Dining Room.
 - 7.6.2 Students must clean their hands upon entering and exiting a classroom.
- 7.7 Staff must enforce all expectations and the cooperation expected of all families will be routinely sought.
 - 7.7.1 Alongside the practical, protective measures we are implementing, strict adaptations to our behaviour policy are necessary to support our effective management and mitigation of the risk of transmission and spread.

- 7.7.2 We aim to ensure clear, meaningful boundaries and expectations about challenge and consequence — in the name of safety, according to our risk assessment, and in the spirit of this plan.
- 7.7.3 Students will be expected to adhere to strict, unambiguously defined hygiene protocols, both respiratory and tactile. Unhygienic behaviour is now a significant issue and deliberate acts of transmission, e.g. spitting, will result in severe sanctions, including fixed term exclusions.
- 7.7.4 We will explicitly define expected ‘COVID secure’ behaviours with students in line with this plan — teaching, modelling, demonstrating and explaining what we mean by good behaviour — and reaffirm expectations regularly and consistently; supporting students to adhere to additional expectations.
- 7.7.5 In short, but not exclusively, students must:
- Adhere to expectations regarding travel to and from College.
 - Enter the building by the appropriate entrance.
 - Exit the building according to procedure outlined in paragraph 9.1, going directly home, with no congregating outside the College.
 - Sanitize hands as expected, and if directed to do so.
 - Report directly to classrooms without delay or detour.
 - Remain seated in classrooms, unless granted permission otherwise.
 - Not undertake any deliberate acts of transmission.
 - Follow the ‘Catch it, bin it, kill it’ code.
 - Always make every attempt made to respect social distancing.

8 Organizational / Structural adaptations

- 8.1 All KS3 subjects will be taught in mixed-ability tutor group classes.
- 8.2 KS3 ‘bubbles’ will be class-sized for the duration of the College day, except for break and lunch times, when the ‘bubbles’ will be year groups.
- 8.2.1 The assignment of rooms will be linked to the makeup of KS3 classes, e.g. largest rooms will be given to classes where there will be additional staff present, such as TA support.
- 8.3 KS4 classes will continue as planned, but rooming will be considered considering aligned grouping arrangements where feasible (see paragraph 8.5.2).
- 8.3.1 Y11 tutors to be English, mathematics and science teachers, to facilitate tutor time for additional teaching time and time for group intervention.
- 8.4 KS5 will be considered effectively as a ‘year-group bubble’ and will be ‘zoned’ in Wardhayes and the Skills Centre, with breaks and lunch and all classes taking place there except for those requiring specialist spaces.
- 8.5 Teachers will move to classes, rather than vice-versa as is normal:
- 8.5.1 KS3: Students move between rooms only if specialist spaces are needed.
- 8.5.2 KS4: English, mathematics, science and RE groupings will be aligned to enable teachers to move to students in these lessons. Students will move between rooms for options subjects.

- 8.6 All lessons except period 5 will be extended, and last 120 minutes (i.e. 'double periods') but will be 'broken' by a staggered, 'rolling' break times for each 'bubble' (see [figure 3 page 15](#)).
- 8.6.1 Normal timings of the College day will be retained, but the existing 'two-week' timetable will become a 'four-week' timetable.
- 8.6.2 The first lesson will take place between periods 1 and 2 running from 09:10 to 11:35, to include a 15-minute break at staggered times for each year group 'bubble'. (Each break has a 5 minute 'buffer' zone to further reduce the risk of contact between year group 'bubbles'.)
- 8.6.3 Venues for food and drink consumption during break times will alternate to permit additional cleaning (e.g. from 10:10 to 10:30 the canteen can be cleaned before Y9 arrive):
- Y7: Canteen from 09:55 to 10:10
 - Y11: Café 11 from 10:15 to 10:30
 - Y9: Canteen from 10:35 to 10:50
 - Y10: Café 11 from 10:55 to 11:10
 - Y8: Canteen from 11:15 to 11:30
- 8.6.4 The second lesson will take place between periods 3 and 4 running from 11:35 to 14:15, to include a 25-minute lunch break for each year group 'bubble', at staggered times to facilitate additional cleaning. (Again, each lunch break has a 5 minute 'buffer' zone to further reduce the risk of contact between year group 'bubbles'.)
- 8.6.5 Venues for food and drink consumption during lunch times will alternate to permit additional cleaning (e.g. from 12:50 to 13:05 the canteen can be cleaned before Y9 arrive):
- Y11: Café 11 from 12:25 to 12:50
 - Y7: Canteen (upstairs) from 12:25 to 12:50
 - Y9: Canteen (downstairs) from 13:05 to 13:40
 - Y10: Café 11 from 13:45 to 14:10
 - Y8: Canteen (upstairs) from 13:45 to 14:10
- 8.7 Practical activities will be curtailed until any further relaxation of the guidance. Respective curricula and sequencing will be reconsidered and adapted considering this. If a subject believes practical activities should take place, the Subject Lead must liaise with the Principal and the DMAT Health & Safety Manager to undertake a separate curriculum risk assessment, arrive at a decision, and if applicable specify a strict system of controls necessary to mitigate risk.
- 8.7.1 Science: Demonstrations will replace students carrying out experiments.
- 8.7.2 Technology: No practical activities can be undertaken to remove the risk that equipment will be shared across year group 'bubbles'.
- 8.7.3 Music: DfE guidance (2020d) and guidance to be published with specific reference to mitigating risk in Music lessons, must be considered and a separate risk assessment undertaken to identify controls and inform adaptations before undertaking activities such as 'singing, chanting, playing wind or brass instruments or shouting'.

- 8.8 Standard Operating Procedures for behaviour for learning will be adapted to ensure that any requirement for a student to take 'time out' for 'reflection' in Ready To Learn (R2L) facility will not undermine our controls to minimize contact and maintain distancing. (See also paragraph 7.7, pages 5-6.)
- 8.8.1 R2L will be arranged in year group 'bubbles', i.e. laid out to ensure 2m distancing in year group rows with temporary separations.
- 8.9 After School activities that involve our students will not go ahead unless attendees are exclusively in year group 'bubbles'. To this end the guidance as for 'parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak' (DfE 2020c) will be followed.
- 8.9.1 Extra-Curricular offer will be audited and assessed for risk.
- 8.9.2 External providers wishing to return to use our facilities must provide a risk assessment to outline what protective measures they have in place, as outlined in DfE guidance for 'out-of-school settings' (2020b). These risk assessments will be audited by DMAT's Health & Safety Manager before a decision can be made, either:
- No: Assessment indicates controls will not be sufficient to mitigate risk.
 - Yes, with amendments: Assessment indicates additional controls are necessary to mitigate risk effectively before activity can go ahead.
 - Yes: Assessment indicates controls are sufficient to mitigate risk

9 Travelling from College

- 9.1 Dismissal of students will be controlled centrally by PA announcement.
- 9.1.1 Students will not be dismissed by teachers until instructed by the PA announcement.
- 9.1.2 Students who travel home by coach will not congregate outside the Octagon for dismissal as normal.
- 9.2 Students walking home, or being driven home by family, will be dismissed first, followed by students returning home by coach or taxi.
- 9.2.1 If sharing a car with people outside of their household, please see the DfE advice summarized in paragraph 5.2.
- 9.3 If travel home is by coach or taxi must:
- 9.3.1 Students should clean hands before boarding.
- 9.3.2 Students must wear face coverings.
- 9.3.3 Students should sit next to other students in their year group, or siblings.
- 9.4 If travel to College is by public transport:
- 9.4.1 Students must wear face coverings.
- 9.4.2 Students must sit in seats that have been marked as available.
- 9.5 Staff will be positioned on the driveway to ensure that students make their way home directly, enforcing the 'no waiting' control.

10 Pedagogical / Curriculum adaptations

10.1 A 'recovery' plan is in development, but in (incomplete) summary:

10.1.1 Summer 2020 support:

- Identify and share with students and parents and carers 3-5 key leveraging topics addressed through remote learning for the period of school closures. Students' security with the knowledge and skills associated with these topics will be assessed on return in September, to inform curriculum adaptations and interventions.
- Provide students and parents and carers with resources explicitly linked to the 3-5 key leveraging topics above for students to a) assess their own security, and b) revise in preparation for assessment.
- Face to face meeting before the summer break with parents and carers and students identified through triage (i.e. relative to associated risks to achievement) to have engaged the least with remote learning.

10.1.2 Use of Assessment:

- Diagnostic assessments of planned and any other 'closure' curricula.
- Identify learning gaps to inform curriculum planning and teaching.
- Reintroduction of CAT4 testing to inform curriculum planning and recovery / intervention plans.

10.1.3 Adapting subject curricula:

- Map what has been lost, or otherwise not covered as planned.
- Identify key aspects, i.e. those that are most leveraging for the future.
- Remove subsequent 'noise' to create space for redress.
- Revisit sequencing to establish a strong 'narrative'.

10.1.4 'Blended' learning (classroom, out of school and remote learning):

- Secure devices for long-term loans for all disadvantaged students, including, where possible, reducing competition for devices within disadvantaged and then other homes.
- Provide a package of support with direction to specific online resources for students on return, aligned to the gaps identified through assessment.
- Ensure that our Remote Learning policy is reviewed and in place, fit for purpose and ease of pivoting from and to classroom-based teaching and learning.

10.1.5 Leadership for Equity:

- Build momentum and shift ambition for disadvantaged students; leading through the lens of the disadvantaged.
- Control consistent College-wide approach protect institutional reinforcement of disadvantage e.g. prohibit moves to setting, consider 'gap' grouping.
- Invest in authentic Professional Learning focusing on consistent, collegiate approaches to quality teaching.

- Extended / parallel curriculum strategy for disadvantaged.
 - ⇒ Remote Learning package.
 - ⇒ Holiday interventions.
 - ⇒ Online tutoring for (use grant secured from Okehampton United Charities alongside Government catch up funding, and 'diverted' Pupil Premium funding).
 - ⇒ Period 6 for Y11 intervention in mathematics and English.

11 Attendance expectations

- 11.1 From September 2020, attendance is again mandatory and the normal expectations and guidelines for attendance will resume, i.e. it is the parents' / carers' duty to ensure that their child(ren) attend regularly, and it is the College's responsibility to record attendance and follow up absence.
- 11.2 The DfE has introduced a new category of non-attendance for the academic year 2020-2021 to reflect the fact that whilst school attendance is again mandatory, there are some circumstances where students cannot attend due to circumstances related to coronavirus. In such circumstances, absence may not be reflected in students' attendance figures in the usual way: full details can be found in the [addendum to the DfE guidance on school attendance \(2020e\)](#).
- 11.3 Whilst the ability to issue sanctions — including fixed penalty notices — in line with Devon County Council's code of conduct also returns, as the DfE have explicitly stated (2020e), 'no parent will be penalised for following official public health advice for their child not to attend a given session,' and where a child is not attending school in circumstances related to coronavirus (COVID-19), this 'will not count as an absence', either authorised or unauthorised.
- 11.4 Circumstances related to non-attendance due to coronavirus are:
- 11.4.1 Students who are required to self-isolate as they have symptoms*.
- If a student has coronavirus symptoms they should not come to school. They should get a test and the College should be informed of the result as soon as it is known. Parents/carers should contact the College daily until the student returns.
 - ⇒ If the test is negative, the student should return to school.
 - ⇒ If the test is positive, the student must self-isolate for 10 days. After 10 days the student can return to school even if they still have a cough or loss of sense of taste/smell as these symptoms can last for several weeks even after the infection is gone.
- 11.4.2 Students who are required to self-isolate as a member of their household has symptoms.

* 'A high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature). A new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual). A loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal' (NHS 2020).

- The member of the household should get a test and the College should be informed of the result as soon as it is known. Parents / carers should contact the College daily until the student returns.
 - ⇒ If the test is negative, the student should return to school.
 - ⇒ If the test is positive, the student must self-isolate for 14 days.
- 11.4.3 Students who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (i.e. through test and trace).
- Students must self-isolate for 14 days since they were last in close contact with the person that has tested positive when they were infectious. Parents/carers should contact the College daily until the student returns.
 - Students who have — or who subsequently get — symptoms should get a test and inform the school of the result as soon as it is known.
- 11.4.4 Students who are clinically extremely vulnerable in a future local lockdown scenario only.
- Students should shield until informed that restrictions are lifted. Parents/carers should share the letter from HM Government informing them that they are required to shield and should contact the College daily until the student returns.
- 11.4.5 Students who are required by legislation to self-isolate for 14 days as part of a period of quarantine.
- As usual, and as reiterated by the DfE, ‘parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time.’ It must also be noted however that this includes where the ‘child may need to self-isolate following trips overseas that require a period of quarantine’.
 - We would, therefore, expect families to consider quarantine requirements and advice from the Foreign and a Commonwealth Office (FCO) when booking travel and travelling.
 - The FCO is advising against all but essential travel to any country not on this list: www.gov.uk/guidance/coronavirus-covid-19-countries-and-territories-exempt-from-advice-against-all-but-essential-international-travel
 - People arriving in England from any country not on the following list will need to self-isolate for 2 weeks in return to the UK (Parents/carers should contact the College daily until the student returns): www.gov.uk/guidance/coronavirus-covid-19-travel-corridors#countries-and-territories-with-no-self-isolation-requirement-on-arrival-in-england
- 11.5 Note that the DfE (2020d) has stated that as ‘shielding advice for all adults and children was paused on 1 August 2020... even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who were shielding’.
- 11.5.1 In other words, unless ‘implementation of local restrictions is ongoing’ (i.e. local ‘lockdowns’, see paragraph 11.4.4 and section 14), and unless ‘individual clinical advice not to [attend] has been provided’ all children should be able to return to school.

- If in the future, rates of the disease rise in the local area, children (or family members) still on the shielding list ‘from that area... may be contacted by the government and advised to stay at home and shield during the period where rates remain high. Families will receive a letter if they are required to shield again that parents will be able to share with the school’ (DfE 2020e Addendum).
- 11.6 We will, as is expected of all schools, offer access to and monitor engagement with remote learning any student who is not attending school due to circumstances related to coronavirus — i.e. ‘because they are complying with clinical or public health advice’ (DfE 2020d).

12 Response to Infection

- 12.1 Staff or students must not attend if they have coronavirus symptoms — i.e. if they have ‘a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell’ (DfE 2020d) — or have tested positive in at least the last 10 days.
- 12.1.1 Note that given the potential risk to others, if ‘a parent or guardian insists on a child [with coronavirus symptoms] 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’ (ibid).
- 12.2 We will engage with the NHS Test and Trace process (as outlined in DfE 2020d) and will liaise with the PHE Local Health Protection Team (HPT) should any person display coronavirus symptoms. Should we become aware ‘that someone who has attended has tested positive for coronavirus’ (DfE 2020d), to manage confirmed cases amongst the school community and contain any possible outbreak, we will contact HPT immediately and follow their guidance.
- 12.3 Anyone who becomes unwell with coronavirus symptoms during the day on site must return home as soon as possible to isolate, along with household members:
- 12.3.1 They should arrange a test[†] (as outlined in paragraph 11.4 for students).
- 12.3.2 The College should be informed immediately of the results of a test.
- 12.3.3 If the test is negative, and ‘if they feel well and no longer have symptoms similar to coronavirus (COVID-19)’, they can stop self-isolating and return to school when symptoms subside. Household members can stop isolating.
- 12.3.4 If the test is positive, they must follow PHE (2020b) guidance and ‘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’ (DfE 2020d). Note that the 10-day period starts from the day when they first became ill. ‘If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days’, but if any household member develops symptoms in this time, they should be tested and follow the routine described depending on the result.

[†] Tests can be booked online via <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/> or ordered by telephone via NHS 119.

- 12.3.5 In the event of a positive test, the College will remain under the guidance of the HPT as to which other students/staff members should isolate. Timetabling and seating plans will enable identification of all people within close contact (>15 mins at <2m) of infected person. Seating plans will be recorded centrally to support effective and speedy liaison with the HPT in these circumstances.
- 12.4 An isolation room has been provided for those who become unwell with coronavirus symptoms whilst at College. This will ensure that they wait, behind a closed door, away from others until they are able to go home (i.e. for students, this means collected and taken home: students will not be permitted to make their own way home in such circumstances).
 - 12.4.1 Those who develop symptoms whilst at College are to cover their mouth/nose with a face covering — or tissue or paper towel — until they can leave. Stocks of tissues, hand-sanitizer and cleaner-sanitizer are in this room. PPE (disposable apron and gloves, FFP2 respirator face mask, face shield) are also available in this room for use by staff assisting this person if this is unavoidable.
 - 12.4.2 If the person uses the bathroom, the bathroom will ‘be cleaned and disinfected using standard cleaning products before being used by anyone else’ (DfE 2020d).
 - 12.4.3 Anyone who has ‘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... or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace’ (ibid).
 - 12.4.4 Once vacated, the isolation room will be cleaned. If visual contamination is evident in the room e.g. saliva on table surfaces etc. then additional PPE (disposable apron and gloves, FFP2 respirator) must be worn. The contaminated area must be pre-treated with Titan sanitizer.

13 Use of face coverings

- 13.1 HM government is currently ‘not recommending universal use of face coverings in all schools’ (DfE 2020d).
- 13.2 Face coverings are deemed not necessary in the classroom due to the other controls and measures in place, such as the organization of the room to avoid face-to-face positioning. However, secondary schools have the ‘discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas’ (ibid).
- 13.3 Note that when local transmission of the virus is high; should any local lockdown or other restrictions be implemented — i.e. should our locality be defined as an ‘area of national government intervention’ (DfE 2020h, see paragraph 14.2) — the wearing of face coverings by adults and students will be required ‘in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors’ (DfE 2020d).

- 13.4 Whilst the range of measures and controls we are implementing mitigates the risk of transmission and spread of the coronavirus across year group bubbles outside the classroom — e.g. by significantly reducing corridor movement, staggering break and lunch times and enhancing cleaning of communal areas — we nonetheless believe that given the College layout, the use of face coverings when moving between lessons could provide a valuable extra control measure, that may ‘provide additional confidence to parents’ (DfE 2020h).
- 13.5 To this end we strongly encourage staff and students to wear face coverings in all communal and circulation spaces where social distancing is difficult, such as corridors, entrances, and other shared enclosed spaces. (This will also apply to meetings, unless a 2m social distance can be maintained.)
- 13.6 We expect all students to wear face masks:
- 13.6.1 If travel to and/or from College is by public bus, coach, or taxi.
- 13.6.2 If travel to and/or from College is in a vehicle shared with people outside of their household.
- 13.6.3 If a student becomes unwell with coronavirus symptoms in College and is isolated awaiting collection.
- 13.7 We encourage[‡] all students to wear face masks:
- 13.7.1 During movement in communal areas such as corridors between lessons and to and from break and lunch.
- 13.8 All visitors, including parents, will be required to wear a face covering whilst on site until they are located within a room or setting, such as a meeting room or office, where they can maintain social distance. At this point the face coverings can be removed. (Disposable masks will be available at reception.)
- 13.9 It is vital that face coverings are worn safely — are put on, removed, stored and disposed of (if disposable) ‘to avoid inadvertently increasing the risks of transmission’ (DHSC 2020a).
- 13.9.1 Advice on how to make a cloth face covering is provided by [PHE \(2020a\)](#).
- 13.9.2 Advice about how to wear a face covering is provided by [DHSC \(2020a\)](#).
- 13.10 Those who ‘cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability,’ and those who ‘speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate’ (DfE 2020d) are exempt from wearing face coverings. We will, if requested, provide a badge or exemption card for those who ‘may feel more comfortable showing something that says they do not have to wear a face covering’ (DHSC 2020a).
- 13.11 Face coverings should ideally be plain.
- 13.12 Staff and students should bring their own face coverings to College, but we will maintain a small contingency supply of disposable face coverings where needed.
- 13.13 Our approach to the wearing of face coverings will of course be subject to continual review in response to updated national guidance.

[‡] Unless, to reiterate, we are subject to a tier of restriction outlined in paragraph 14.2, when students and adults must wear a face covering.

14 Contingency in the event of local (or national) restrictions

- 14.1 Should restrictions be implemented locally, i.e. should the locality be deemed to be (or be within) an 'area of national government intervention', it is anticipated 'that education... will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained' (DHSC 2020b).
- 14.2 HM Government's 'CONTAIN' guidance (DHSC 2020b, cf DfE 2020f-g) outlines four tiers of restrictions for schools when there are local restrictions in place:
- 14.2.1 Tier 1: 'An area moving into national intervention with restrictions short of education... closure' (DHSC 2020b). In such circumstances, the only difference will be the requirement that face coverings are worn 'by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained'.
- 14.2.2 Tier 2: We (i.e. secondary schools only) will 'move to a rota model, combining on-site provision with remote education'. Full-time attendance on site to vulnerable children and the children of critical workers will continue.
- 14.2.3 Tier 3: We are permitted to 'allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by DfE).' Other students must not attend and will receive remote education.
- 14.2.4 Tier 4: All schools will be closed for all student except vulnerable children and the children of critical workers. All other students must not attend and will receive remote education.
- 14.3 In any situation where students are not in school for coronavirus related reasons, such as those for tier 2 and above (or as outlined in paragraph 11.4), students will receive remote education.
- 14.3.1 Remote education will be as per our policy 'Supporting students to learn remotely during coronavirus closures', that was developed in response to the national closures in March 2020, alongside feedback received from parents and carers and students through surveys.
- 14.3.2 This policy will be further updated, aligned to respective tiers of restrictions, and shared.

Figure 1: 'Bubbles' Zoning Plan of College

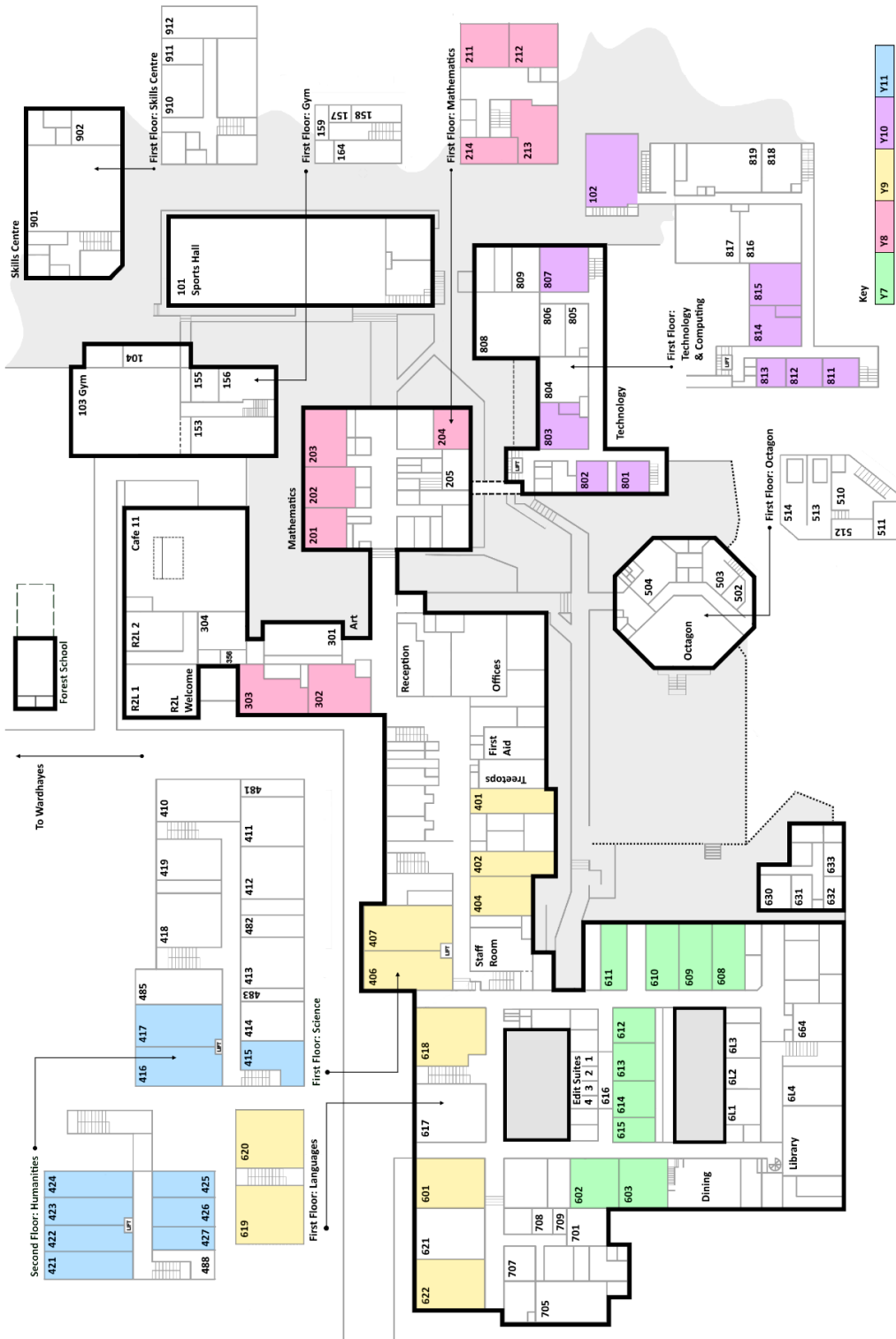


Figure 2: Bubbles' Zoning Plan of College and One Way System

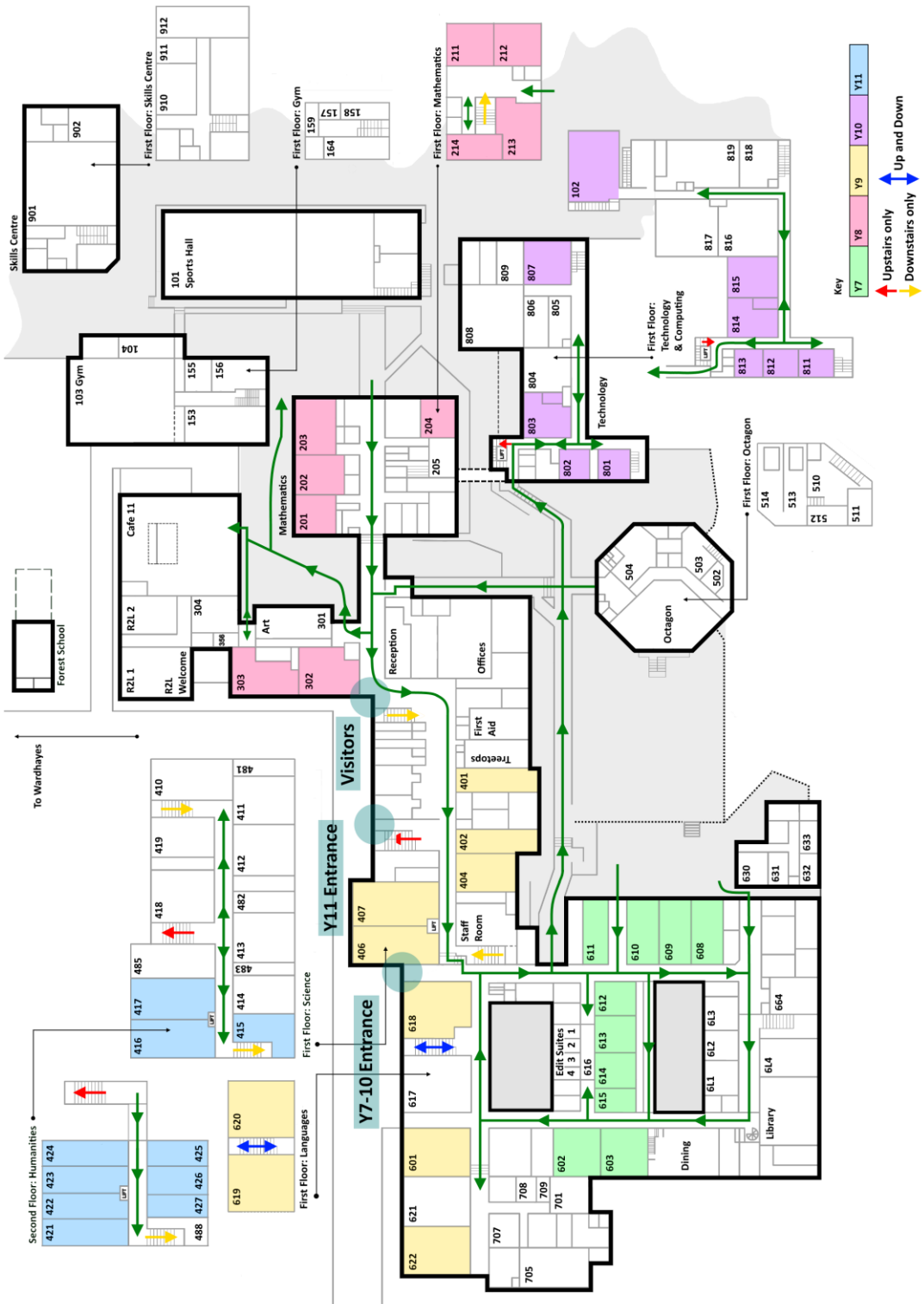
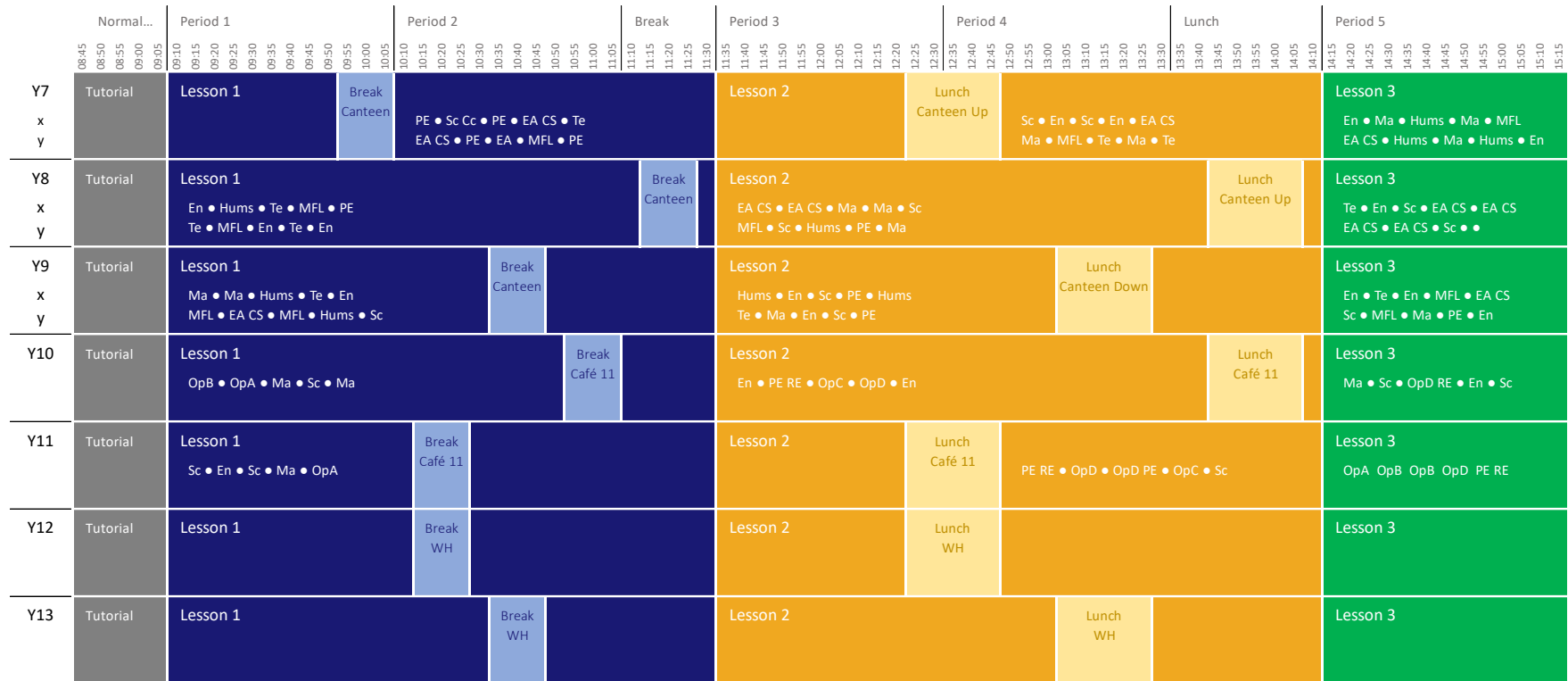



Figure 3: Daily Operation Structure
(Example Week A Subjects for KS3 and KS4)




* WH: Wardhayes Common room. *Subjects on: Mon • Tue • Wed • Thu • Fri.

Figure 4: COVID-19 Controls Notice




At Okehampton College we value
Community, Opportunity, Respect and Equity.


We work together
to reduce the transmission of coronavirus,
to stay alert and safe, do the right thing
and protect each other.




We must **always** follow the
One-Way system
when **moving around the school**




We must **always**
Wash our hands
before **entry** to and **exit** from **all rooms**.



In **classrooms** you must sit to the
Seating plan
and remain in your seat unless permitted otherwise.



You must **eat only** outside or in designated
Dining Areas
(the canteen for KS3 and Café 11 for KS4)
and must **clear up after yourself**.



If you develop **any**
Symptoms

- New, continuous cough
- High temperature
- Loss of sense of taste or smell

you must **tell your teacher immediately**
and follow their instructions.

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