

On the 22<sup>nd</sup> February the government announced that all students would return to school on Monday 8<sup>th</sup> March 2021 in accordance with the following guidance on which this risk assessment is based

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

System of Controls - Prevention			
Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school	<p><b>When an individual develops coronavirus (COVID-19) symptoms or has a positive test</b></p> <p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test They must immediately cease to attend and not attend for at least 10 days from the day after the start of their symptoms</li> <li>• the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> </ul> <p>You must follow this process and ensure everyone onsite or visiting is aware of it. <b>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate</b>, but you may leave home to avoid injury or illness or to escape risk of harm.</p>	<p>If a <b>student</b> is awaiting collection:</p> <ul style="list-style-type: none"> <li>• they should be moved to room adjacent to front reception and supervised by first aid staff</li> <li>• a window will be opened for fresh air ventilation</li> <li>• if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</li> <li>• if they need to go to the bathroom while waiting to be collected, they will use the medical room toilet which will then be cleaned according to enhanced protocols</li> <li>• personal protective equipment (PPE) will be worn by staff caring for the student while they await</li> </ul>	<p>Dedicated Triage area for anyone that falls ill whilst on site.</p> <p>The office directly next to the reception area is the dedicated area for those pupils with symptoms to wait for collection. They leave straight out the front.</p> <p>Additional cleaning resources available</p>

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
	<p>More information can be found on NHS Test and Trace: how it works.</p> <p><b>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</b></p> <ul style="list-style-type: none"> <li>• must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>• advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> <li>• advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)</li> </ul> <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>In non-residential schools, <b>if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport</b> and, wherever possible, be collected by a member of their family or household. In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements</p>	<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water after any contact with someone who is unwell.</p> <p>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.</p> <p>Public Health Flow Chart posted in key areas and instructions for staff on how to respond to a child displaying symptoms to be posted on EVERY desk.</p>	

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
	<p>may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p>		
<p><b>2. Ensure face coverings are used in recommended circumstances</b></p>	<p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend <b>that face coverings should be 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.</b> Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>In addition, we now also recommend in those schools, that <b>face coverings should be worn in classrooms or during activities unless social distancing can be maintained.</b> This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. <b>These measures will be in place until Easter.</b> As with all measures, we will keep it under review and update guidance at that point.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face</p>	<p><b>All staff and students must comply with the guidance unless exemption evidence provided</b></p> <p>Students with exemption to wear lanyard or carry exemption card</p> <p>For others non-compliance to be dealt with in accordance with schools behaviour policy</p> <p><b>Teaching staff</b> Classrooms have been set up to allow teachers to maintain a 2m distance from students at all times. This social distancing should be maintained and in doing so the teacher is not required to wear a mask whilst delivering a lesson. However, they may do so if they wish.</p> <p>Teachers must wear a face mask if they have to get within 2m where judged to be unavoidable.</p> <p><b>LSAs and mentors</b> LSAs whose role it is to provide/ support intimate care will be provided with full PPE</p>	<p>No 'alternative' face coverings to be worn only plain coloured reusable masks or disposable masks. Students asked to bring in a plastic bag to contain their mask if removing at any time.</p> <p>SHS communal areas to be specifically defined to avoid confusion</p> <p>A supply of masks to be held in year managers offices and front reception for students or staff without</p> <p>Posters around school explaining the correct way to wear and remove masks</p> <p>School will have a delivery of masks from the DfE to support with this requirement</p>

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
	<p>coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p><b>Face visors or shields should not be worn as an alternative to face coverings.</b> They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p><b>Exemptions</b> Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> <li>• cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</li> <li>• speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul>	<p>LSAs, in fulfilling their roles will often have to work with a child with identified SEND within 2m. If this is necessary in order for the child to receive their entitlement to support the LSA must wear a face mask and keep the time spent within 2m to a minimum.</p> <p><b>Mentors</b> should work with students in a space that allows distancing to occur. <b>Whilst seated</b> in this space the mentor and child may remove their masks <i>if they wish</i> to allow clear communication.</p> <p><b>Any LSAs or mentors with a mask exemption</b> will need to make this known to their line manager and HR and the school may consider redeployment (see point 7 of this RA) whilst the guidance on which this RA is based remains in force.</p> <p><b>Support staff: non-classroom based</b> All offices and workspaces have been organised to allow 2m distancing to occur and therefore once a member of staff is at their work 'station' they are not required to wear their mask but must wear it whilst moving around the school and in communal spaces.</p>	
<p><b>3. Ensure everyone is advised to clean</b></p>	<ul style="list-style-type: none"> <li>• Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or</li> </ul>		<p>Hand sanitiser in every class</p>

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
<p><b>their hands thoroughly and more often than usual</b></p>	<p>hand sanitiser. <b>You must ensure that pupils clean their hands regularly</b>, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p><b>Frequent and thorough hand cleaning should now be regular practice.</b> You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul>	<p>The system of controls will be reinforced with staff and students in readiness for the full reopening.</p> <p>Notices and posters refreshed</p>	<p>Sanitiser in every class and office and at key points around the site</p> <p>Sanitisers regularly refilled across the school</p>
<p><b>4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p>	<p><b>The 'catch it, bin it, kill it' approach continues to be very important.</b> Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates.</p>	<p>200 lidded bins in place around the school</p>	<p>'catch it, bin it, kill it' will be reinforced when school reopens fully</p>
<p><b>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</b></p>	<ul style="list-style-type: none"> <li>• In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</li> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• cleaning toilets regularly</li> </ul>	<p>Housekeeper altered working patterns maintained to cover this requirement</p>	<p>High contact areas (doors / balustrades / toilet doors etc.) will have additional cleans throughout the school day</p> <p>Toilets will be cleaned regularly throughout the day</p>

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
	<ul style="list-style-type: none"> <li>• encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>• if your site allows it, allocating different groups their own toilet blocks</li> </ul>		
<b>6. Consider how to minimise contact across the site and maintain social distancing wherever possible</b>	<ul style="list-style-type: none"> <li>• Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>• The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:               <ul style="list-style-type: none"> <li>• Pupil's ability to distance</li> <li>• layout of the building</li> <li>• Feasibility of keeping distinct groups separate while offering a broad curriculum.</li> </ul> </li> </ul> <p><b>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</b></p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p><b>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision.</b> Where staff need to move between groups, they should try and keep their</p>	<p>The school will return to the staggered timetable followed in Autumn Term.</p> <p>Those students requiring intimate care as part of their health plan are known and risk assessed individually. Care is provided by key staff who will have PPE available to them.</p> <p>LSAs should only be asked to work within a defined bubble and will not be asked to work across bubbles in recognition of the closer contact they have with students.</p> <p>Teachers teach from the front of the room staying 2m away from children and each other.</p>	<p>These measures to be reinforced including notices on Faculty office doors regarding safe occupancy levels.</p> <p>Where smaller, specialist rooms need to be used for years 11 and 13 in particular a risk assessment will have to be conducted specifically for the space and its use.</p> <p>Packs provided to those students without. Named and retained within bubble for all lessons.</p> <p>Subject resources including textbooks reorganised into the zones for use only within that zone.</p> <p>Cleaning spray available in each class bubble</p>

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
	<p>distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p> <p>You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p>When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups</p>		
7. Equipment	<p>For <b>individual and very frequently used equipment</b>, such as pencils and pens, staff and pupils should have their own items.</p> <p><b>Classroom based resources</b>, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p><b>Resources that are shared between classes or bubbles</b>, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> <li>• clean it before it is moved between bubbles</li> <li>• allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand</p>	<p>All resource regularly used by subject areas have been distributed into bubbles</p> <p>Sharing of specialist equipment will be conducted in accordance with guidance and only allowed once a faculty risk assessment has been conducted e.g. PE, D&amp;T, Creative Arts.</p> <p>Use of specialist therapeutic equipment also in accordance with risk assessment. All such risk assessment have to be checked by line manager and also Dr Haddock before activities allowed</p>	<p>Packs provided to those students without. Named and retained within bubble for all lessons.</p> <p>Subject resources including textbooks reorganised into the zones for use only within that zone.</p> <p>Cleaning spray available in each class bubble</p>

# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
	<p>cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>• restricted to one user</li> <li>• left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul>		
<p><b>8. Keep occupied spaces well ventilated</b></p>	<p><b>Good ventilation reduces the concentration of the virus in the air</b>, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• <b>mechanical ventilation systems</b> – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. 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</li> <li>• <b>Natural ventilation</b> – 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</li> <li>• <b>natural ventilation</b> – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul>	<p>In accordance with advice received by HSE we will work to achieve a balance between good ventilation and thermal comfort.</p> <p>The default is that all doors (including external) and windows will remain open at all times. If this affects the thermal comfort and ability to work for staff and students then they may be closed for a short period to warm up the space.</p> <p>Internal doors should be open at ALL times.</p>	<p>For remainder of Spring Term students will be allowed to wear coats or other warm items in class. This will be reviewed at the start of the Summer term.</p>
<p><b>9. Ensure individuals wear the</b></p>	<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks,</p>		<p>PPE available for close contact / Intimate care if appropriate / relevant</p>



# System of Controls - Prevention

Area / Aspect	Related Guidance Extract and Actions	Notes	Other actions/control measures
<b>appropriate personal protective equipment (PPE) where necessary</b>	<p>such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth. Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> <li>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing aerosol generating procedures (AGPs)</li> </ul> <p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p>		<p>Training provided to all staff who may need to use PPE in order to provide intimate or first aid care.</p> <p>Also for caretaking staff who may have to clean up bodily fluids e.g. vomit.</p> <p>The DfE will provide schools with a small number of essential PPE kit for use where appropriate.</p>
<b>10. Promote and engage in asymptomatic testing, where available</b>	<p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:</p>	<p>Refer to section 14 of this RA and to the specific Asymptomatic Testing Risk Assessment</p>	

# System of Controls – Response to Infection

Area / Aspect	Related Guidance Extract and Actions	SHS Notes	Other actions/control measures
<b>11. Promote and engage with the NHS Test and Trace process</b>	<p><b>Staff members, parents and carers will need to: book a test if they or their child has symptoms</b> - the main symptoms are:</p> <ul style="list-style-type: none"> <li>• a high temperature</li> <li>• a new continuous cough</li> <li>• a loss or change to your sense of smell or taste</li> <li>• self-isolate immediately and not come to school if:</li> <li>• they develop symptoms</li> <li>• they have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> <li>• anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>• they are required to do so having recently travelled from certain other countries or they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> <li>• provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> </ul> <p><b>Polymerase Chain Reactions (PCR) tests for symptomatic testing</b>  <b>Booking a polymerase chain reaction (PCR) test through 119</b>            Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) 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.            All children and young people can be tested if they have symptoms. This includes 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.</p>	<p>School mass testing programme to be planned week beg 8<sup>th</sup> March</p> <p>See Specific Risk Assessment for this</p> <p>Monitoring and reporting of confirmed cases is organised through the HT PA</p> <p>All classes to have a seating plan available to enable contact tracing within school</p> <p>92% consent rate from parents</p>	<p>Contact details for Local Health Protection Teams to be kept at hand by SLT and Office</p> <p>Test booking information available to give to parents as needed and families and staff encouraged to follow advice of PHE to use community testing.</p>

	<p><b>Polymerase Chain Reaction (PCR) tests contingency supply</b> Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020.</p> <p>You will need to decide how to prioritise the distribution of your test kits. These kits can be given directly to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• parents collecting a pupil who has developed symptoms at school</li> </ul> <p><b>NHS COVID-19 app</b> The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate. This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features. Staff members are also able to use the app</p>	<p>School will always act in accordance with App notifications unless guidance received from PHE</p>	
<p><b>12. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p>	<p><b>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school</b></p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This</li> </ul>	<p><b>All confirmed cases referred to SBC and SECAT</b></p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>• face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>• been within 1 metre for 1 minute or longer without face-</li> </ul> </li> </ul>	<p>Contact details for DfE Helpline to be kept at hand by SLT and Office</p> <p>Staffing organisation and class bubble lists to be kept for sharing with DfE if needed.</p> <p>A template letter will be provided by the Local Health Protection team to send to parents and staff if needed in the event of a confirmed case</p> <p>School will contact parents/carers of children with symptoms to discuss their return to school. The school can refuse for a child</p>

	<p>is because they could still develop coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> <li>• if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> </ul> <p><b>You 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.</b></p>	<p>to-face contact or sexual contacts</p> <ul style="list-style-type: none"> <li>• been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>• travelled in the same vehicle or a plane</li> </ul> <p>The decision on which members of a bubble/ group are identified as close contacts will be that of the HT</p>	<p>to attend school if they are displaying symptoms to reduce the risk of transmission of infection ( see point 13 )</p>
<p><b>13. Contain any outbreak by following local health protection team advice</b></p>	<ul style="list-style-type: none"> <li>• If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.</li> <li>• You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</li> <li>• In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</li> <li>• If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</li> </ul> <p><b>Admitting children and staff back to the school</b> The <b>pupil or staff member</b> who tested positive for coronavirus (COVID-19) <b>can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia.</b> This is because a cough or anosmia can last for several weeks once the infection has</p>	<p>Template letters to be available for rapid and consistent communication with parents and staff.</p> <p>In the event that cases are identified by PHE as an outbreak there would be an immediate review of our adherence to the system of controls highlighted earlier in this RA</p>	<p>Contact details for DfE Helpline to be kept at hand by SLT and Office 0800 0468687 Opt 1 Mon-Fri 08.00-18.00 / Sat-Sun 10.00-16.00</p>

	<p>gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice. <b>You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</b> In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. <b>In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19).</b> Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>		
<b>14. Asymptomatic testing</b>	<p><b>Coronavirus (COVID-19) asymptomatic testing in schools</b> Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.</p> <p><b>Secondary school testing on-site through an Asymptomatic Testing Site (ATS)</b> Secondary schools should offer pupils testing at an on-site ATS from 8 March. Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart.</p> <p><b>Home testing</b></p> <ul style="list-style-type: none"> <li>Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a</li> </ul>	<p>As at 3<sup>rd</sup> March over 1300 parents had consented to their child receiving these tests.</p> <p>The school has been able to forge a partnership with the SBC community testing centre at the Shoebury Leisure Centre to accommodate this undertaking and return students safely to school.</p> <p>The school will maintain its smaller testing centre onsite for vulnerable and anxious students.</p> <p>Plan to be formulated for the distribution of home testing kits in readiness for staff issue week</p>	<p>This programme will necessitate a staggered return for students during the week commencing 8<sup>th</sup> March with year 11 and 12/13 returning on March 8<sup>th</sup> and subsequent year groups returning one per day from the Tuesday to Friday 12<sup>th</sup> March</p>

	<p>week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.</p>	<p>beginning 8<sup>th</sup> March and student issue week beginning 22<sup>nd</sup> March</p>	
--	--	--	--

## School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
1. <b>Attendance</b>	<p>School attendance will be mandatory for all pupils from 8 March.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)</li> <li>• the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p>You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls</p> <p><b>Self-isolation and shielding</b></p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> <li>• have symptoms or have had a positive test result</li> </ul>	<p>The necessity to offer Asymptomatic testing to all students requires a staggered start to the return of students in the week beginning 8<sup>th</sup> March</p> <p>We will continue with team meetings of SENCo, AHT Behaviour and senior pastoral lead to identify issues with non-attenders</p> <p>It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> <li>• have themselves been shielding previously but have</li> </ul>	<p>Revised attendance codes on display in school office for inputting in registers in case of isolation / illness that is Covid-related (DfE attendance addendum)</p> <p>Ensure support sought from the LA when required</p> <p>Where it is identified that a child needs to remain at home because they fall into an identified category we will continue to provide remote education either by streaming their lessons from</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<ul style="list-style-type: none"> <li>live with someone who has symptoms or has tested positive and are a household contact</li> <li>are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. <b>The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice.</b> They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme.</p> <p>At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated. <b>You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</b> As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness.</p> <p><b>Vulnerable children</b></p>	<p>been advised they no longer need to shield</p> <ul style="list-style-type: none"> <li>live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> <li>are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes</li> </ul> <p>We will discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks. We will be required to remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p>	<p>school or providing work that aligns with that being done by their peers in school</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.</p> <p><b>When a vulnerable pupil is required to self-isolate</b>, you should:</p> <ul style="list-style-type: none"> <li>• notify their social worker (if they have one)</li> <li>• agree with the social worker the best way to maintain contact and offer support You should have procedures in place to:</li> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> </ul> <p><b>Alternative provision</b></p> <p>All pupils in alternative provision (AP) settings should attend school full-time</p>	<p>This is monitored by a team of staff and contact is made according to a rag rated system.</p> <p>The provision of remote learning/ work is monitored by the student's Academic Year Leader (AYL)</p>	<p>Where the vulnerable child is Looked After or has an EHCP all support/ intervention needs to be noted on their PEP/ EHC Plan</p> <p>Risk Assessments will be requested from AP providers</p>
<p><b>2. School workforce</b></p>	<p><b>School leaders are best placed to determine the workforce that is required in school</b>, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that those staff not attending school who are still able to work should do so from home where possible.</p>	<p>Those staff who have received a shielding letter (fifteen staff members shielding until 31<sup>st</sup> March) have been supported with working from home.</p>	<p>All staff have received an individual risk assessment in line with SECAT policy.</p> <p>This is to be updated as a priority with staff who feel they are vulnerable signposted to HR for discussion in line with guidance.</p>



# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</p> <p><b>All staff must follow the system of controls to minimise the risks of transmission.</b> Following the system of controls will reduce the risks to all staff significantly.</p> <p>You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have</p> <p><b>Staff who are clinically extremely vulnerable</b></p> <p>CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take.</p> <p>Employers should talk to their staff about how they will be supported, including to work from home.</p> <p>You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</p> <p><b>Staff who are clinically vulnerable</b></p>	<p>Staff have the right to request a review of their individual risk assessment at any time but also have a responsibility to act in accordance with the system of controls and in accordance with this risk assessment</p>	<p>This process to be followed without exception to ensure fairness and transparency</p> <p>ZJR to maintain an up to date spreadsheet indicating the status of individuals and availability for onsite provision.</p> <p>Line managers and HR to keep in contact with shielding CEV staff and ensure that there is clarity around work to be completed from home</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p><b>Pregnancy</b></p> <p><b>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV.</b></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees">https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</a></p> <p>In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health</p>	<p>All pregnant staff are risk assessed and reference made to the specific guidance referred ( link left)</p>	

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p>		
<p><b>3. Employer health and safety and equalities duties</b></p>	<p><b>Employers have a legal obligation to protect their employees, and others, including children, from harm.</b> Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.</p> <p>Following the system of controls will help you:</p>	<p>All staff have a copy of the Risk Assessment and can comment on and contribute to the contents.</p> <p>All staff are encouraged to follow the safety guidance and</p>	<p>This is also monitored by governors</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<ul style="list-style-type: none"> <li>mitigate the risks of coronavirus (COVID-19) to pupils and staff</li> <li>meet your legal duties to protect employees and others from harm</li> </ul> <p>You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information</p>	<p>measures as set out in the risk assessment</p> <p>If First Aid provision is to be administered in close proximity, health and safety measures will be put into place</p>	
<b>4. Supporting Staff</b>	<ul style="list-style-type: none"> <li>All employers have a duty of care to their employees, and this extends to their mental health.</li> <li>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</li> <li>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing</li> </ul>	Working within zones reduces contact between department colleagues, we need to be mindful of possible isolation of individuals which was seen in autumn term	<p>Remind staff of EAP program available to them all</p> <p>Review staff meeting / additional work expectations for the summer term</p> <p>Provide mechanism for staff to share worries e.g. staff survey, LM meetings</p> <p>Organise supervision for YMs</p>
<b>5. Staff Deployment</b>	<p><b>You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</b></p> <p>You should ensure that you continue to have appropriate support in place for pupils with SEND. <b>Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</b></p> <p>You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity</p>	<p>Staff are deployed according to (NOT in any priority order)</p> <ul style="list-style-type: none"> <li>Need of students</li> <li>Safeguarding</li> <li>role</li> <li>individual risk assessments</li> <li>in line with any shielding advice given</li> <li>in accordance with whole school risk assessment</li> </ul>	This is under constant review according to changing risk assessments and DfE guidance

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>(see part 3 of keeping children safe in education for further information).</p> <p><b>Deployment of ITT trainees and school engagement</b> ITT trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p> <p><b>Supply staff and other temporary or peripatetic staff</b> You can continue to use supply teachers and staff.</p>	<p>We do not need to use supply staff and peripatetic teaching will be reviewed after Easter</p>	<p>AR continues to support ITT trainees</p>
<b>6. Recruitment</b>	<p><b>You can continue recruiting members of staff.</b></p> <p>Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.</p> <p>Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.</p>		<p>Each recruitment process to be risk assessed for face to face interview according to size of panel, type of role etc.</p>
<b>7. Performance Management</b>	<p><b>Maintained schools must continue to follow the school teachers' pay and conditions document.</b></p> <p>All pay progression for teachers must be linked to performance management.</p> <p>You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an</p>		<p>PM mid-year reviews for teaching staff will still take place in spring term 2021.</p> <p>Planning needed to ensure this is a supportive and reassuring process rather than a stress inducing one</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>impact on the ability of the teacher to meet fully their objectives.</p> <p>Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p> <p>You should carry out any appraisals and performance management for support staff in accordance with the employee's contract of employment</p>		<p>Any Capability proceedings already in motion should continue</p> <p>Support staff appraisals to be completed by the end of March</p>
<b>8. Transport</b>	<p><b>Dedicated school transport, including statutory provision</b></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact. Local authorities are not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport. However, social distancing should be put in place within vehicles wherever possible.</p> <p><b>Wider public transport</b></p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. If possible, consider staggered start times to enable more journeys to take place outside of peak hours.</p>	List of students receiving this service are known and provision monitored	Masks supplied by Year Managers for those needing them to access transport home
<b>9. School meals</b>	<p><b>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils,</b> including ensuring food meets the standards for school food in England. This includes for those eligible for:</p> <ul style="list-style-type: none"> <li>• benefits-related free school meals</li> <li>• universal infant free school meals</li> </ul> <p>School kitchens should follow the guidance for food businesses on coronavirus (COVID-19). You should also continue to provide free school meal support to pupils who</p>	Provision needs to be made available for FSM children not in school due to staggered start from 8 <sup>th</sup> March as national voucher scheme ends Friday 5 <sup>th</sup> March	Catering team back onsite from 8 <sup>th</sup> March

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	are eligible for benefits-related free school meals and who are learning at home during term time.		
<b>10. Estates</b>	<p>There is no need for <b>class sizes</b> to be adjusted from the usual size.</p> <p><b>Ventilation systems</b> Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturer's recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period. Refer to the system of controls for guidance on keeping occupied spaces well ventilated.</p> <p><b>Fire safety</b> Fire safety management plans should be reviewed and checked in line with operational changes. You should check: • all fire doors are operational at all times • your fire alarm system and emergency lights have been tested and are fully operational 50 Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate.</p> <p><b>Opening after reduced occupancy</b> It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires' disease</p>	<p>Checks have been maintained through second lockdown</p> <p>The site has remained open and operational throughout lockdown so has continued to be ventilated, toilets used, water run etc.</p> <p>Lift has been serviced regularly</p>	Parago system in operation to make checks easier
<b>11. Educational Visits</b>	We advise against all educational visits at this time. This advice will be kept under review.		
<b>12. Visitors to School</b>		Visits to school and face to face meeting with people from	HT to be consulted on visitor access unless they are

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<i>No guidance offered</i>	<p>outside school will be kept to those that are essential only</p> <p>All visitors must comply with the system of controls in place onsite</p> <p>Risk assessment published on website so can be viewed by any visitor prior to visit</p>	contractors completing essential/planned works in line with guidance in which case site manager can authorise
<b>13. School Uniform</b>	<p>We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> <li>• more often than usual</li> <li>• using different methods</li> </ul> <p>Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents</p>	<p>The expectation will be for normal uniform to be worn but allowance made where parents communicate difficulties in sourcing new items during lockdown e.g. shoes no longer fitting. All cases will be followed through to ensure veracity of any claims by students.</p> <p>PE uniform to be worn to school on day of PE lesson</p>	<p>Uniform to be worn as normal for safeguarding purposes</p> <p>For remainder of Spring Term students will be allowed to wear coats or other warm items in class. This will be reviewed at the start of the Summer term. (In response to requirements of section 8. Of this RA)</p>
<b>14. Extra-Curricular Provision</b>	From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training	This will be reintroduced in response to student need, staff desire but only following risk assessments and must be delivered within bubbles	
<b>15. Remote Education</b>	Attendance will be mandatory for all pupils of compulsory school age from 8 March. Schools affected by the Remote Education Temporary Continuity Direction are still required		Student access to digital devices still to be monitored with decision to be made



# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. <b>All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. Where secondary schools are operating a phased return of pupils in the week commencing 8 March to allow for testing that week, we expect schools to provide remote education for all pupils not yet expected to attend on-site.</b></p> <p>More details one expectations of schools can be found in document below</p> <p><a href="https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note">https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note</a></p> <p><b>Special educational needs</b> If pupils with SEND are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress. The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p>	<p><b>Our link person for remote learning is Jo Ballard, AHT for teaching and learning</b></p> <p><b>For the week beginning 8<sup>th</sup> March</b> delivery will be a combination of face to face for year groups as they return together with remote learning for those who have not yet received their first COVID LFD test and so are still yet to return to face to face teaching</p> <p>MS Teams will continue to be used for the setting of homework and other assignments and will, where needed and possible, be utilised for those students required to shield.</p>	<p>about further distribution of DFE and school purchased laptops.</p>
16. Curriculum	<p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles</p>	<p>A review of the 21-22 Key stage 3 curriculum will be undertaken in the summer term 2021</p>	<p>Communication needed with major feeder schools about gaps needing to be</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p>that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> <li>• Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.</li> <li>• The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> </ul> <p><b>Key Stage 3</b> For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. You should ensure the curriculum remains broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport, religious education, and citizenship.</p> <p><b>Key Stages 4 and 5</b> The majority of pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. This will support them towards their preferred route to further study. Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support. Discontinuing a subject is likely to significantly limit choices for further study and employment, so is expected to be rare.</p>	<p>A full curriculum offer has been made to year 11 into sixth form and year 9 moving into year 10. The offer in place for those students with specific SEND requirements will be examined specifically</p> <p>Students will return to their normal timetable from 8<sup>th</sup> March to provide familiarity and routine</p>	<p>addressed for the new year 7 students</p>
<p><b>17. Physical activity in schools</b></p>	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p><b>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of</b></p>	<p>All PE activities within school to be in line with government and sector specific guidance and in accordance with this risk assessment.</p>	

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<p><b>controls.</b> For sport provision, <b>outdoor sports should be prioritised</b> where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p><b>Where you are considering team sports</b> you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. <b>Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</b></p>	<p>A specific risk assessment will be completed by the PE leaders in reference to specific curriculum requirements within SHS.</p> <p>Extracurricular PE able to restart from Monday 15<sup>th</sup> March in line with a risk assessment and only within bubbles</p>	
<p><b>18. Education, Health and Care (EHC) Plans</b></p>	<p>You should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. <b>Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach.</b> The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</p>	<p>All students with and EHC plan have been risk assessed with regular contact with SENCo and Assistant to the SENCo</p> <p>SEND still subject to usual statutory reviews</p>	

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
<b>19. Behaviour and discipline</b>	<p>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available.</p> <p>Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.</p> <p><b>Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school.</b> This could result in an increase in poor behaviour. Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:</p> <ul style="list-style-type: none"> <li>• may struggle to reengage in school</li> <li>• are at risk of being absent or persistently disruptive</li> </ul> <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> <li>• bereavement</li> <li>• anxiety</li> <li>• in some cases, increased welfare and safeguarding harms</li> </ul> <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> <li>• pupils with a social worker</li> <li>• previously looked-after children who left care through adoption or special guardianship</li> <li>• Young carers</li> </ul> <p>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.</p> <p><b>Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour.</b> 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.</p>	<p>All behaviour and discipline procedures will be in accordance with our behaviour policy</p> <p>Posters have been put in every room outlining expectations that are standard and those that exist during the COVID pandemic</p> <p>Extra, temporary support will be added to the pastoral team until the summer in the first instance.</p> <p>The expectation is for Faculty Leaders to offer support for most issues arising in lessons so that the pastoral team can focus on the more serious and complex needs. This is supported by a 'bubble isolation' rota.</p> <p><b>Detentions can still be done</b> but with extra planning to accommodate bubbles</p>	<p>All transgressions to be recorded on SIMs together with action taken by member of staff</p> <p>Support sought from LA Inclusion Team where needed</p>

# School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	<b>Disciplinary actions</b> <b>The disciplinary powers that you normally have, including suspension and expulsion, remain in place.</b>		
<b>20. Pupil wellbeing and support</b>	<p><b>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</b> This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible</p>	<p>Each year group has the support team of a YM, AYL and AHT who keep in touch prioritising key students</p> <p>Prior to lockdown in January 2021 groups of children had been identified to receive a range of group interventions aimed at supporting resilience, discipline, wellbeing.</p> <p>These will start following the Easter break</p>	<p>Welfare calls to vulnerable families to continue</p> <p>The MindEd resources can be used by teachers to support  <a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a></p>
<b>21. Safeguarding</b>	<p><b>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</b> You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead. As children return try to give designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> <li>• support staff and pupils with new safeguarding and welfare concerns</li> <li>• handle referrals to children's social care and other agencies where appropriate The designated safeguarding lead should continue to co-ordinate with children's social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children</li> </ul>	<p>Each Year Manager is a DSL together with the Senior Pastoral Lead, AHT for Behaviour and Engagement and DHT for Behaviour.</p> <p>All concerns to be logged on safeguard.com</p>	<p>All staff have received safeguard.com training at start of 2021 lockdown</p>

## School Operations

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
	are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.		
<b>22. Elective Home Education (EHE)</b>	<p><b>You should encourage parents to send their children to school, particularly those who are vulnerable.</b> EHE does not automatically put children at greater risk of harm. You should consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. If you feel there is additional cause for concern, you should follow your own organisation's child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing procedures. This should happen as soon as you become aware of a parent's intention, or decision, to home educate.</p> <p>Alerting local authorities as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker 64 to work with the home education team to carry out any further checks or assessments that may be needed.</p>	<p>School acts in compliance with the SBC EHE protocols on a 10 day cooling off period.</p> <p>Where parent wish to EHE as a response to anxiety about school attendance every step is taken to provide an alternative</p>	Protocols in place from Autumn Term 2020 so well established

## Assessment & Accountability

Area / Aspect	Related Guidance Extract and Actions	Notes	Actions / Other control Measures needed
<b>1. Inspection</b>	<p><b>State-funded school inspection</b></p> <p>Routine, graded Ofsted inspections remain suspended for the spring term. <b>It is intended that these inspections will resume in the summer term.</b> We are continuing to keep the inspection arrangements under review. In the spring term, Ofsted is conducting non-graded monitoring inspections of:</p> <ul style="list-style-type: none"> <li>• inadequate schools</li> </ul>	SHS does not meet stated criteria for receiving an inspection this year	Maintain current, up to date SEF and AIP Remote plans and monitoring documents

	<ul style="list-style-type: none"> <li>• schools judged as requires improvement at their last 2 (or more) consecutive inspections</li> <li>• some other schools that require improvement</li> </ul>		
<b>2. Secondary Assessment</b>	<p><b>Exams</b></p> <p>GCSEs, A and AS level exams will not go ahead this summer as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards</p>	Timeline and description of process to be in place before end of March 2021	Parents to receive regular communication with updates