



# SHS Spring Term: Risk Assessment

(Updated 28<sup>th</sup> January 2021)



On the 4<sup>th</sup> January the government announced a National Lockdown and that from the 5<sup>th</sup> January:

1. All secondary schools should move to remote learning except for the children of key workers and vulnerable children
2. Schools will be required to provide remote education for those learning at home

Updates to the following risk assessment based on updated guidance are shown in purple

Most recent update in blue including announcement that schools will not fully reopen until 8<sup>th</sup> March at earliest

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

## Section 1A: System of Controls - Prevention

Area / Aspect	Related Guidance Extract	Notes	Other actions/control measures
<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>To support public health efforts during the return to school in January 2021 secondary schools will have access to additional COVID-19 testing from the first week of January.</p>	<p><b>Pupil with symptoms</b></p> <ul style="list-style-type: none"> <li>• Ensure that pupils who show COVID-19 symptoms in school are immediately isolated in the triage area and sent home. Parent to arrange COVID-19 test immediately; pupils stay at home until test result confirmed. Those displaying symptoms should self-isolate for 10 days from when symptoms appear</li> <li>• If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. 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>• PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained</li> <li>• Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff</li> </ul>	<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>	<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> <p><b>The mass testing programme will be risk assessed as an annex to this document before implementation.</b></p>

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<p><b>All schools with secondary age children should offer tests for their pupils</b></p>	<p>or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p><b>Pupil with confirmed positive test</b></p> <ul style="list-style-type: none"> <li>• Pupil stays at home for 10 days from the date that the test was taken</li> <li>• All pupils and staff who have had close contact with pupils confirmed to have COVID-19 to stay at home for 14 days from the confirmed test date</li> </ul> <p><b>Staff member with symptoms</b></p> <ul style="list-style-type: none"> <li>• Ensure that staff who show COVID-19 symptoms in school are sent home immediately. Staff member to arrange COVID-19 test immediately and stay at home until test result confirmed.</li> </ul> <p><b>Staff member with confirmed positive test</b></p> <ul style="list-style-type: none"> <li>• Staff member stays at home for 10 days from the date that the test was taken</li> <li>• All pupils and staff who have had close contact with staff member confirmed to have COVID-19 to stay at home for 14 days from the confirmed test date</li> </ul>	<p>Week beginning 4<sup>th</sup> January to be used for planning testing programme. DfE workforce planner indicates the need for 11 bays and 24 staff at SHS to run the testing</p>	<p>Risk assessment to be written week commencing 4<sup>th</sup> January</p>
<p>2. Where recommended, use face coverings in schools</p> <p><i>Updated 7<sup>th</sup> January</i></p>	<p>Under national lockdown, in settings where pupils in year 7 and above are educated, 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. This does not apply to younger children in primary schools and in early years settings.</p>	<p>All staff and students must comply with the guidance</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>

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	<p>It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society. PHE has made resources available on how to make a simple face covering. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs. No one should be excluded from education on the grounds that they are not wearing a face covering.</p> <p><a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></p>		<p>A supply of masks to be held in year managers offices and front reception for students or staff without</p>
<p>3. Clean and sanitise hands thoroughly more often than usual</p>	<ul style="list-style-type: none"> <li>• Ensure school has enough hand sanitizer stations</li> <li>• Wall mounted hand sanitiser dispensers in every classroom</li> <li>• Insist on use of hand sanitiser at the start and end of every lesson and break</li> </ul>	<p>This to be reinforced with students upon return in January</p>	<p>Hand sanitiser in every class</p> <p>Sanitiser in every class and office and at key points around the site</p>
<p>4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<ul style="list-style-type: none"> <li>• The school must ensure the 'catch it, bin it, kill it' approach continues. Schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>• As with hand cleaning, schools must ensure children with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</li> </ul>	<p>200 lidded bins in place around the school</p>	<p>'catch it, bin it, kill it' will be reinforced at the start of the Spring term</p>
<p>5. introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products</p>	<ul style="list-style-type: none"> <li>• Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>◦ More frequent cleaning of rooms / shared areas that are used by different groups</li> </ul> </li> </ul>	<p>Housekeeper working patterns altered to cover this requirement</p>	<p>High contact areas (doors / balustrades / toilet doors etc.) will have additional cleans throughout the school day</p>

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such as detergents and bleach	<ul style="list-style-type: none"> <li>○ Frequently touched surfaces should be cleaned more often than normal</li> <li>● Year group bubbles working in allocated 'bubble zones' with their own allocated toilet facilities</li> </ul>		Toilets will be cleaned regularly throughout the day Housekeeping staff to continue to work onsite during lockdown
6. Minimise contact between individuals and maintain social distancing wherever possible	<ul style="list-style-type: none"> <li>● Minimise the number of interactions between staff and pupils by keeping year groups separate (in 'bubble zones') and through maintaining distance between individuals.</li> <li>● Teachers to remain at the front of the classroom and not circulate, remaining at a 2m 'social distance'</li> <li>● Seat all pupils facing forwards whenever possible (e.g. when non-fixed furniture allows) and minimise movement</li> <li>● Keep year groups apart wherever possible by e.g. operating in 'bubble zones' and staggering break times.</li> <li>● Limit movement around the school and use of different classrooms as far as possible</li> </ul> <p>Pupils prioritised for on-site provision should be kept in consistent bubbles in the week commencing 5<sup>th</sup> and January and continue to follow staggered breaks</p> <p>Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of</p>	<p>During Lockdown period the safe maximum occupancy of rooms to be monitored closely for need to open up more rooms.</p> <p>Parents to be reminded of need for children to bring in their own stationary packs. Reinforced in January 2021 as 200 pens used in Autumn Term</p> <p>Practical subjects to plan and risk assess use of equipment within their area e.g. art, D&amp;T, PE</p> <p>Average of 75 students attending each day as at 20<sup>th</sup> January</p>	<p>Teachers teach from the front of the room staying 2m away from children and each other. This needs reinforcing in January 2021 for those onsite.</p> <p>LSAs continue to work within bubbles on a rota system</p> <p>During weeks commencing 5<sup>th</sup> January KW and V students to be kept in year group bubbles and located in computer rooms so they can participate in same online learning as peers</p> <p>Staff to maintain distancing and observe safe occupancy levels of offices. All in school meetings to be on Teams and staff told to find a room to work alone if onsite.</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</p>

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	reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.		zones for use only within that zone.  Cleaning spray available in each class bubble
	<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>	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>PPE available for close contact / Intimate care if appropriate / relevant</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. The DfE will provide schools with a small number of essential PPE kit for use where appropriate.</p>
7. Keeping occupied spaces well ventilated	<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>• opening high level windows in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>• rearranging furniture where possible to avoid direct drafts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	Even with reduced numbers on site attention to still be placed on good ventilation	KW and V children onsite to wear full uniform and can wear coats in classes if cold
8. Peripatetic teachers	Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Peripatetic teachers can move between schools,	Commencement of peri- lessons to be delayed until further notice	AEP risk assessments to be scrutinised

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	<p>for instance, but schools should consider how to minimise the number of visitors where possible as set out in the system of controls.</p> <p><b>Pupils at other providers</b></p> <ul style="list-style-type: none"><li>• The school must request (and be provided with) risk assessments from any other provider where students on our roll are attending</li></ul> <p>Where the contingency framework is implemented, alternative provision should continue to allow pupils to attend full time</p>	<p>Ten students across years 10 and 11 attend YMCA free school and SEAC</p>	<p>Senior Pastoral lead to communicate with AP providers to confirm provision during lockdown</p>

## Section 1B: System of Controls – Response to Infection

Area / Aspect	Action	SHS Notes	Other actions/control measures
<p><b>9. Engage with the NHS Test and Trace process</b></p> <p><b>Rapid testing in schools and colleges</b> Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance.</p>	<p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the guidance below.</p> <p>Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme. Schools must ensure they understand the NHS Test and Trace process. Schools must also ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</li> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries.</li> </ul> <p>Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme. Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a PCR test. PCR tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to PCR testing. The government will ensure that it is as easy as possible to get</p>	<p>School mass testing programme to be planned week beg 4<sup>th</sup> January</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>Rapid Testing to initially be offered to staff not before week beginning 11<sup>th</sup> January</b></p>

	<p>a PCR test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new PCR testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a PCR test. The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that 21 symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19).</p> <p><b>NHS COVID-19 app</b> The app is available to anyone aged 16 or over to download if they choose.</p> <p><b>Guidance published 21 January 2021</b> We will therefore also be encouraging schools and colleges to increase regular testing of staff to twice weekly as further reassurance and to break chains of transmission during this period.</p> <p>The main schools and colleges testing programme, using rapid lateral flow tests to find asymptomatic staff and pupils and those who have coronavirus (COVID-19) but do not have symptoms, is continuing. However, following <a href="#">new advice from NHS Test and Trace and Public Health England (PHE)</a>, we are temporarily pausing the daily contact testing element of the testing programme, which was in place as an alternative to self-isolation for those who came into contact with positive cases in schools. This will enable further evaluation to take place</p>	<p>Our protocols will not override app notifications</p> <p>A new LFD testing site has been opened in Shoebury Youth Centre adjacent to school</p> <p>There is an average of 5 staff members a day taking the opportunity to be tested. Based on numbers of students onsite and numbers of staff who are accessing the LFD tests the newly updated DFE workforce planning tool indicates we need 2 testing bays</p>	<p>Regular communications to be sent to staff about the service on offer</p> <p>Need to identify more staff to support with testing programme in order to improve sustainability and scalability</p>
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<p>10. Manage <b>confirmed</b> cases of coronavirus (COVID-19) amongst the school community</p>	<ul style="list-style-type: none"> <li>Schools must take swift action when they 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.</li> <li>If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached 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. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive <ul style="list-style-type: none"> <li>if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> </ul> </li> </ul>	<p>Close contact means:</p> <ul style="list-style-type: none"> <li>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>travelling in a small vehicle, like a car, with an infected person</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 to attend school if they are displaying symptoms to reduce the risk of transmission of infection</p>
<p>11. Contain any outbreak by following local health</p>	<ul style="list-style-type: none"> <li>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local</li> </ul>	<p>Template letters to be available for rapid and consistent communication with parents</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>

protection team advice	health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.		
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Area / Aspect	Action	Notes	Actions / Other control Measures needed
1. <b>Transport</b>	<p>Transport services to education settings should continue to be provided as normal. The <a href="#">transport to school and other places of education 2020 to 2021 academic year</a> guidance remains in place.</p> <p>Children and staff can continue to use public transport where necessary. Where children and staff do need to use public transport they should follow the safer travel guidance <a href="http://www.gov.uk/guidance/coronavrisu-covid-19-safer-travel-guidance-for-passengers">www.gov.uk/guidance/coronavrisu-covid-19-safer-travel-guidance-for-passengers</a></p>	<p>Transport for identified vulnerable students attending school during lockdown</p> <p>As at 20<sup>th</sup> January no students requiring transport are attending onsite provision</p>	<p>Masks to be made available for students needing public transport where they have lost their own</p>
2. <b>Attendance Expectations and recording of attendance</b>	<p>During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils should receive remote education. Pupils who are self-isolating should</p>	<p>Attendance recorded by staff using centralised registers.</p> <p>Attendance team transpose onto SIMs using appropriate coding</p>	<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>

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	<p>not attend school. Clinically extremely vulnerable pupils are also advised not to attend school. Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.</p> <p>All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice. As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable. 27 Schools should not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely.</p>		<p>Registers monitored by PYMS. AYLS and attendance with parental contact being made where there are concerns</p>
<p><b>3. Critical workers</b></p>	<p>Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at</p>	<p>Some students are already identified as children of critical workers from previous lockdown.</p> <p>Evidence will be asked for all new request in order to manage provision and ensure correct levels of staffing</p>	<p>All request to go through J Banks for coordination</p> <p>Contingency plans to be out into place should numbers wanting a place outstrip planned provision with possible impact on remote learning for all students and union view of</p>

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	<p>home if they can. We know that every school will have a different number of children of critical workers who need to attend.</p>		<p>safe occupancy levels of rooms</p>
<p><b>4. Vulnerable children</b></p>	<p>The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion ("otherwise vulnerable"). Schools are expected to allow and strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. If vulnerable children and young people do not attend, schools should:</p> <ul style="list-style-type: none"> <li>• work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests</li> <li>• work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate</li> </ul>	<p>All vulnerable children are identified on pastoral and SEND records</p>	<p>Where vulnerable students are not attending school they will receive a welfare call from their year manager or SEN team according to a traffic light system based on need. 'red' students to be called daily and no one to receive less than one call a week.</p> <p>Remote learning registers used to identify students who are not 'attending' remote lessons, contact being made</p>
<p><b>2. School workforce</b></p>	<p>Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible</p> <p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff</p>	<p>Those staff who have received a shielding letter 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>

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	<p>where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. All staff attending the school setting should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.</p> <p>If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p> <p><b>Staff who are clinically extremely vulnerable</b> Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace.</p> <p><b>Staff who are clinically vulnerable</b> Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission</p> <p>People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</p> <p><b>Staff who are pregnant</b> As per national restrictions, staff should work at home where possible. If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees. Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which</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 to keep in contact with shielding CEV staff and ensure that there is clarity around work to be completed from home</p> <p>All staff have received an updated risk assessment</p>

## Section 2: School Operations

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	<p>applies to all staff in schools Employers should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19).</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). 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</p>		
<p>3. Employer health and safety and equalities duties</p>	<p>Schools have a legal obligation to protect their employees and others, including children, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way.</p> <p>The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>All staff have a copy of the Risk Assessment and have the opportunity to contribute to the contents.</p> <p>All staff are encouraged to follow the safety guidance and 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>	
<p>4. <b>Supporting Staff</b></p>	<ul style="list-style-type: none"> <li>• Trustees, Governors and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. The school should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	<p>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>	<p>Remind staff of EAP program available to them all Review staff meeting / additional work expectations for the spring term</p>

## Section 2: School Operations

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	<p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p>		<p>Provide mechanism for staff to share worries; coffee afternoon with the HT?</p> <p>Organise supervision for YMs</p>
<p><b>5. Staff Deployment</b></p>	<p>Schools may alter the way they deploy their staff and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles and individuals.</p> <p>If, having pursued all options available, schools still have concerns about staffing, representatives should talk to their local authority or trust.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND</p> <p><b>Deployment of ITT trainees and engagement with schools</b> We strongly encourage schools to continue hosting initial teacher training (ITT) trainees throughout the national lockdown and beyond</p>	<p>WP to organise teaching staff rota, ZLM to organise rota for support staff and UCK to organise LSA rota</p> <p>We currently have four ITT trainees in humanities,</p>	<p>Deployment of staff for onsite rota will be done consistently in line with staff risk assessments</p> <p>All staff to be available for onsite rota unless identified by risk assessment that they should only work from home</p> <p>ALL CEV staff to only work from home</p> <p>LSAs deployed to support onsite KW/V bubbles and perform tasks at home as directed by line manager.</p> <p>AR and training school to continue to hold</p>

## Section 2: School Operations

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	<p>ITT trainees are included in the definition of a critical worker. This means that trainees can continue to go into their school or college on placement to support the teaching of vulnerable children and young people and the children of critical workers.</p> <p>Trainees can also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. ITT providers may be able to provide schools with extra support to host trainees at this time. Schools should contact relevant ITT providers directly to discuss what support is available. Trainees will be expected to follow control measures put in place by schools.</p>	<p>maths, creative arts and English</p>	<p>responsibility for trainees in communication with SCITT</p> <p>B placements due to start this half term suspended</p> <p>If trainees are to lead some remote learning this needs to be risk assessed by training school</p>
<p><b>6. Performance Management</b></p>	<p>Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.</p>	<p>Need to plan reviews for associate staff to commence spring term 2021</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> <p>Any Capability proceedings already in motion should continue</p> <p>Support staff appraisals to be completed by the end of March</p>
<p><b>7. Safeguarding</b></p>	<p>Schools should review their child protection policy so that it reflects the local restrictions and remains effective.</p> <p>It is expected that schools will have a trained DSL or deputy available on site. Where this is not possible there are two options that can be considered:</p>	<p>DHT safeguarding lead and senior pastoral lead both have school mobiles and will be coordinated on the onsite rota</p>	<p>Review and update CP policy in line with KCSIE 2020 and Covid-19 policies for schools</p>

## Section 2: School Operations

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	<ul style="list-style-type: none"> <li>A trained DSL from the school can be available to be contacted via phone or online video for example working from home</li> <li>Sharing trained DSLs with other schools who should be available as above</li> </ul> <p>Where a trained DSL is not on site, in addition to one of the options above, a senior leaders should take responsibility for coordinating safeguarding on site.</p>	<p>All pastoral year managers to be supplied with phones so if having to isolate calls to vulnerable students can still be made</p>	<p>Safeguard.com training to be completed at start of spring term by all staff</p> <p>COVID safeguarding addendum to be kept under regular review</p> <p>Vulnerable calls to continue throughout period of lockdown</p>
<p><b>8. Catering and free school meals</b></p>	<p>During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school. Schools should also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, we will ensure a national voucher scheme is in place so that every eligible child can access free school meals while their school remains closed</p>	<p>WONDE vouchers used for FSM provision</p> <p>National voucher scheme reintroduced with vouchers supplied by Edenred</p>	<p>Catering team onsite on a rota system to ensure a hot offer available daily for children onsite</p>
<p><b>9. Estates</b></p>	<p>Fire safety management plans should be reviewed and checked in line with operational changes. Schools should check:</p> <ul style="list-style-type: none"> <li>all fire doors are operational at all times</li> <li>the fire alarm system and emergency lights have been tested and are fully operational 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. Refer to advice on fire safety in new and existing school buildings. Where buildings have been limiting attendance to just vulnerable children and children of critical workers or had reduced occupancy, water system</li> </ul>	<p>Rota in place for site team to ensure someone always available in the event of a track and trace notification</p>	<p>Site manager to put in place lockdown procedures and ensure recording and monitoring of all checks made</p> <p>Catering manager to ensure all kitchen facilities are checked regularly</p> <p>Parago system to be introduced in order to</p>

## Section 2: School Operations

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak.		support monitoring of H&S checks/ maintenance
<b>10. Educational Visits</b>	All visits advised against		
<b>11. School Uniform</b>	Some schools may feel it is appropriate to relax their uniform policy whilst only certain categories of pupils are attending. This is a decision for school leaders.		Uniform to be worn as normal for safeguarding purposes
<b>12. Extra-Curricular Provision</b>	Schools should continue to offer wraparound provision, such as breakfast and afterschool clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people). Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education.		No after school provision to occur during lockdown
<b>13. Fire Evacuation</b>		Alarms to be tested in line with standard procedures	Fire evacuation procedures maintained during lockdown for all individuals onsite using usual procedures and evacuation points.  Central registers held with ZLM
<b>14. Visitors to School</b>		Visits to school and face to face meeting with people from outside school will be kept to those that are essential only	HT to decide on visitor access unless they are contractors completing essential/planned works in line with guidance in which case site manager can authorise

## Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
<p><b>Remote Education</b></p> <p>The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>• Key Stage 2: 4 hours a day</li> <li>• Key Stages 3 and 4: 5 hours a day</li> </ul> <p>In developing their remote education, we expect schools to:</p> <ul style="list-style-type: none"> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum</li> <li>• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)</li> <li>• overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> <li>• distributing school-owned laptops accompanied by a user agreement or contract</li> <li>• providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.</li> </ul> </li> </ul> <p><b>Special educational needs</b> For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the</p>		<p>Our link person to be Jo Ballard, AHT for teaching and learning</p> <p><b>All students in all year groups are receiving remote education in line with our remote learning plan and remote learning policy</b></p> <p><b>These documents should be referred to for details of our provision and related expectations</b></p> <p>Engagement and access monitored by SEND team with some alternative provision being provided for those whole digital learning is not appropriate as only form of learning.</p> <p>Parent survey sent home week beginning 18th January</p>	<p>Student and staff guide created and shared</p> <p>Ensure feedback from parents is sought and acted upon regularly</p> <p>Non-engagement with remote learning monitored and acted upon swiftly</p> <p>Access to suitable devices and availability of data monitored by year managers with laptops being provided according to a prioritised list</p> <p>Staff issues and concerns to be listened to and addressed</p> <p>LSAs on rota to support SEND children onsite</p>

## Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	<p>special educational provision called for by the pupils' special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</p> <p><b>Vulnerable children</b> Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. 50 When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so</p> <p><b>Students receiving alternative AP provision</b> Alternative Provision schools should remain open to vulnerable children and young people and children of critical works (recognising that the characteristics of the cohorts in alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). We expect AP schools to actively encourage those they consider to be vulnerable – identified in partnership with local services - to attend provision. They should provide robust remote learning for those who are not attending. On occasion AP schools will encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances they should seek to resume as close as possible to full time provision, as soon as possible, for all children of critical workers and those deemed vulnerable.</p>	<p>Student voice sessions to commence with academic year leaders week beginning 25<sup>th</sup> January</p> <p>Our two providers YMCA and SACC to be asked to provide a full description of learning being offered and monitoring arrangements in place.</p> <p>SHS providing 'top up' provision for students at SACC in the form of maths watch and GCSE pod assignments. Monitored by AYLS</p> <p><b>On the 27<sup>th</sup> January the Prime Minister announced that schools will not return to full onsite provision until March the 8<sup>th</sup>, at the earliest.</b></p> <p>Parental feedback has been sought on remote learning which we are acting on including a platform for conducting parents' evenings. Faculty monitoring of lessons is also expected</p>	<p>Risk assessments for individuals updated</p> <p>We will also complete our own daily/ weekly welfare checks (depending on student ) raising issues with providers if/ as when they arise</p> <p>Explore use of 'school cloud' parents evening system</p>

## Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
<b>4. Physical Activity in Schools</b>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided to pupils attending school while following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised 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 sports setting because of the way in which people breathe during exercise.</p>		<p>No practical PE lesson to be conducted in Spring 1</p>
<b>5. Catch up Support</b>	<p>We recognise that it may be challenging for schools to deliver effective catch-up support during periods when COVID-19 restrictions impact their normal operating procedures. Schools can continue to offer NTP tuition as arranged with Tuition Partners - the majority of tuition partners are already in a position to offer online tuition at home – and the Academic Mentor programme will also continue with mentors working online in line with individual schools policies. Schools should also use this period to strategically plan the catch-up support required for their pupils in the next half-term.</p>	<p>Plan written to outline spending of allocation received by SHS</p> <p>Coordinator allocated and budget in place.</p>	<p>Plan to be reviewed and adjusted before Feb half term</p>
<b>6. Pupil wellbeing and support</b>	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young</p>	<p>Each year group has the support team of a YM, AYL and AHT who keep in touch prioritising key students</p>	<p>Welfare calls to vulnerable families to continue</p>

## Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	<p>carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances. The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.</p> <p>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus. The training provides practical examples to support staff, children and young people within a school.</p>	<p>Local authorities have received funding to employ skilled staff to deliver the training (WfERP) to schools and provide ongoing advice and support from the autumn until March 2021.</p> <p>Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</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> <p>Transition pathway provision to be further refined in spring term</p> <p>Revisit length of longer KS3 lesson and increase length of break</p> <p>Wellbeing sessions being provided to all students in years 7 to 11 by Trustlinks, funded by children in need during week before and after half term.</p> <p><b>28.01.21</b> For younger students the longer two hour lesson is being reduced from Feb 1<sup>st</sup> by 20 minutes to increase break length but still keeping provision to 5 hour government expectations.</p>

## Section 4: Assessment & Accountability

Area / Aspect	Action	Notes	Actions / Other control Measures needed
1. <b>Inspection</b>	For state funded schools the intention is that routine, graded inspections will not be reintroduced until the summer term.	Consideration to be given for procedures for onsite visits? Will	Maintain current, up to date SEF and AIP

	<p>During the spring term, it is intended that inspectors will conduct monitoring inspections in schools most in need of support.</p> <p>These monitoring inspections will not be graded, and will focus on matters that are particularly relevant at this time such as curriculum and teaching (including remote education), and attendance, particularly of vulnerable pupils. Inspectors will be sensitive to the school's context, and support schools to prioritise the right actions</p>	<p>inspectors have to be tested first?</p> <p>What is the procedure if slt members self-isolating?</p>	<p>Remote plans and monitoring documents</p>
<p><b>2. Secondary Assessment</b></p>	<p><b>Exams</b> We cannot guarantee all students will be in a position to fairly sit their exams this summer. Therefore we can confirm that this year GCSEs, A and AS level exams will not go ahead this summer as planned, and we will look at options to enable candidates to receive a grade. The Secretary of State for Education will be asking Ofqual to consult rapidly on an approach for alternative arrangements that will allow students to progress fairly.</p> <p>Consultation response sent, closes on 29<sup>th</sup> January</p>	<p>Whilst awaiting clarification of contingency plan we must ensure we maintain the engagement of exam cohorts with their remote learning.</p> <p>We also need to relook at what reporting information to be given to parents for Spring reports</p> <p>Parents to receive regular communication with updates</p> <p>Only mock attainment grades sent to parents ( week beginning 18<sup>th</sup> January), no predictive grades until we know the basis for how those predictions are to be made for summer 2021</p>	

## Mass Testing ( completed by Dr Haddock)

On 21<sup>st</sup> January the government announced it was pausing the requirement for schools to offer serial testing to possible contacts

Area / Aspect	Government expectations/indications	SHS Context Specific Issues	SHS actions	RAG
<p>Who is being tested and why? Staff, Students and pupils without symptoms could be carrying virus and may spread to others. Lateral Flow device tests will be used to rapidly test students and staff</p>	<p>Test as many secondary pupils and students on their return to school. This means two LFDs tests three to five days apart.</p> <p>National lockdown states key worker and vulnerable students only receive face to face education. All other year groups will have remote lessons until February half term. January examinations will continue as normal.</p>	<p>Initial screening would involve 1,194 tests to be completed within the first week. This would involve 239 tests each day being carried out (including Teacher training day on 4<sup>th</sup> January).</p> <p>Week 2 would involve 1052 tests (in addition to close contact tests). This would involve 210 tests each day being carried out.</p> <p>Key workers / Vulnerable = 369 (vulnerable-87, EHCP-58, Key worker-224) Staff = 228 Years 11/13 = 412 Years 7,8,9,10,12 = 1000 (excluding Key worker and vulnerable)</p> <p>5<sup>th</sup> January 2021 Lockdown reduces initial screening to key worker and vulnerable students (max 369) on site only in addition to weekly testing of staff on site to deliver face to face teaching and additional staff on site to maintain support services (est. 80).</p> <p>The COVID-19 National Testing Programme Workforce planning tool has calculated that Shoeburyness High School would need a test site with 11 bays and 24 dedicated staff working 6 hours a day to test and process the required combined weekly tests Initial screening would require no mixing of year group bubbles and an area for students to await test results without entry to the school site. Updated workforce planning tool indicates two testing bays needed</p>	<p>Testing offered to staff working onsite</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p>

	<p><b>Update on the secondary school and college testing programme – change to confirmatory PCR tests 27<sup>th</sup> January</b></p> <p>The secondary school and college testing programme is continuing to use lateral flow tests to identify cases of coronavirus (COVID-19) amongst staff and pupils who are asymptomatic.</p> <p>Following new advice, NHS Test and Trace and Public Health England are temporarily pausing the need for a confirmatory PCR test following a positive result with a lateral flow test in secondary schools and colleges.</p> <p>In line with clinical advice, confirmatory PCR testing will remain in place for primary school staff as testing is done at home. Following a positive lateral flow test result, an individual will need to self-isolate in line with <u>government guidance</u>, and contact tracing will need to be undertaken. It will also be the trigger for self-isolation payments.</p> <p>Confirmatory PCR testing was introduced to minimise the chance of false positive results with lateral flow tests. When coronavirus (COVID-19) prevalence rates are high, however, Public Health England has advised that the</p>	<p>As at 27<sup>th</sup> January there have been no positive cases at SHS identified through LFD testing. However if there is a positive case, from 27<sup>th</sup> January we will no longer plan to issue a PCR test to confirm the result. The staff member will be advised to isolate for 10 days and cannot return to work even if they, themselves seek a PCR test outside of school.</p>		
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	<p>performance of lateral flow devices and PCR tests are broadly comparable for infectivity and expected to be indistinguishable when used at test sites, significantly reducing the need for routine confirmatory testing</p>			
	<p>Carry out weekly testing of school and college staff</p>	<p>Weekly screening of staff would involve 250 tests needing to fit around part time working and teaching commitments</p> <p>Set up a reduced testing site for staff only from the second week of term or when training and competency assessments complete (est. 80)</p>		<p>A</p> <p>A</p>
	<p>Carry out daily contact testing for seven days of pupils and students and staff who are close contacts of a positive case.</p> <p><b>Guidance published 21 January 2021</b> The main schools and colleges testing programme, using rapid lateral flow tests to find asymptomatic staff and pupils and those who have coronavirus (COVID-19) but do not have symptoms, is continuing. However, following <a href="#">new advice from NHS Test and Trace and</a></p>	<p>East of England Public Health does not support the use of LFT for close contact as the number of false negatives can lead to that person transmitting the infection whilst being under the impression that they are negative for COVID-19</p> <p>Close contact screening would require no mixing of year group bubbles and an area for students to await test results without entry to the school site.</p>	<p>No plans to offer serial testing at SHS for students 10 days isolation to still be advised</p>	<p>R</p>

	<a href="#">Public Health England (PHE)</a> , we are temporarily pausing the daily contact testing element of the testing programme, which was in place as an alternative to self-isolation for those who came into contact with positive cases in schools. This will enable further evaluation to take place			
	Due to Tier 4 Community restrictions. Parents in the community have been advised to get pupils tested at Community testing centres before returning to school in January	Encourage all parents to get pupils tested in community testing centres before they return for the spring term	New LFD testing site opened in Shoebury youth centre	
Lateral Flow Test accuracy	Innova LFT used to test staff and pupils in school settings	Significant numbers of students in our cohorts lack both the maturity and attention to detail to carry out the swabbing procedure accurately enough to ensure the LFTD does not give false negatives. False negatives will have a detrimental effect on students continuing to maintain strict social distancing and hygiene measures in school (see below)		R
Innova LFT shows fail rate of 16.8% in phase 4 tests in schools (sample 2166 tests). Data shows accuracy of test determined by the experience of the person carrying out the swab test and falls significantly for inexperienced testers (e.g. pupils)	False negative tests	False negative tests would give a false reassurance to teenage pupils who would then challenge the need for wearing masks, sanitising hands on entry and exit of school venues and social distancing measures put in place to ensure the safety of students in year group bubbles and zones.	No plans to offer serial testing at SHS for students 10 days isolation to still be advised	R
	Pupils ability to self-administer the test	We have 300 SEND pupils and 59 EHCPs , a significant number have complex learning and physical needs which would mean a number of SEND pupils would be unable to administer the swab test without additional trained support and may need significant reassurance about such an invasive process		A
Test Site	Test Site will need to accommodate:- Non- porous floor	The Sports centre is contracted to Fusion from the Local Authority therefore access to the venue may be	Initial testing site set up in exclusion room	R A

	<p>Good air flow One direction travel ( or maintain 2m distancing on entry and leaving Registration desk (internet access) 11 bays 11 processing desks (within 1m) Recording desk (internet access) 24 associated staff Clear division between swabbing and processing areas Area for students and staff to await results before entering the remaining school site whilst maintaining social distancing without crossing</p>	<p>an issue as SHS are not the key holders or responsible for heating and ventilation</p> <p>Sports Centre would be the only venue which could provide the area required. SECAT ICT support would need to ensure adequate computer access for registration and processing with the relevant internet access to ensure tests can be registered and processed in line with government guidance.</p> <p>An area for students and staff to await results before entering the remaining school site whilst maintaining social distancing and without crossing year group bubbles</p> <p>Within the first week Key worker and vulnerable student provision will still follow government guidance stating that year groups should be kept in different bubbles hence the waiting area / arrangements will have to enable this to still happen</p>	<p>as it has own toilet and external entry way</p>	
Testing Workforce	<p>Workforce profiles – the following roles are required to carry out LFT in schools (more than one role can be taken by one person).</p> <p>Quality Lead / Team Leader Test Assistant Processor COVID-19 Coordinator Registration Assistant Results Recorder Cleaner</p>	<p>The COVID-19 National Testing Programme Workforce planning tool has calculated that Shoeburyness High School would need a test site with 11 bays and 24 dedicated staff working 6 hours a day to test and process the required combined weekly tests.</p> <p>We currently do not have the availability of staff as 8 – 10% of the staff are self-isolating at any point. In addition, 9 staff are clinically extremely vulnerable and 20 are vulnerable, three staff are over 70 and 44 are part time.</p>	<p>Updated workforce planning tool indicates two testing bays needed</p>	R
	<p>Finding a workforce Schools can:- Identify existing staff Source school nurses/ retired nurses Source volunteers Source temporary staff</p>	<p>Existing teachers will continue to deliver onsite provision for Key worker and vulnerable pupils whilst providing online lessons and written assignments for their own timetabled classes. Support staff can volunteer but it has to be made clear that they are putting themselves at increased risk of contracting COVID-19. The Covid mass testing programme states <b>RISK</b> of transmission of the virus leading to ill health or potential death.</p>	<p>Programme currently run by two members of slt only</p>	<p>R</p> <p>R</p> <p>R</p>

	To support testing or find additional staff (reasonable costs will be reimbursed)	<p>It is very difficult to see where 24 staff could be sourced either from the local community or from agencies</p> <p>Due to the nature of the testing a number of senior staff would be required on a day by day basis due to the number of tests and supervision of pupils in the test area</p> <p>Existing staff could be redeployed to provide staff testing sessions after school</p> <p>Existing staff could not be deployed from current teaching and supporting students remotely as the previous lockdown has already lead to an increased fixed term exclusions, up from 38 days in 2019 to 125 days in the Autumn Term 2020-2021. This demonstrates the difficulty students have returning to school routines and expectations following the previous lockdown.</p>	When opening requirements know for after half term will need to plan for scalability and sustainability	A
Consent	Both parents and staff need to give written consent for LFT to be carried out otherwise the government guidance of 10 days self-isolation is required	Consent required by parents will limit the take up of the testing programme by many students across the school. This will limit the effectiveness of the programme to prevent the transmission of COVID-19 within the year group bubbles in the school community	Parents encouraged to make use of community testing provision	A