

Section 1A: Public Health Guidance to Minimise Risks - Prevention

Area / Aspect	Action	SHS Notes	Other actions/control measures
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	Pupil with symptoms <ul style="list-style-type: none"> 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 stays at home until test result confirmed. Those displaying symptoms should self-isolate for 10 days from when symptoms appear PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained Any staff who have helped someone with symptoms do not need to go home to self-isolate unless they develop symptoms themselves 	<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>
	Pupil with confirmed positive test <ul style="list-style-type: none"> Pupil stays at home for 10 days from the date that the test was taken 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 		
	Staff member with symptoms <ul style="list-style-type: none"> 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. 		
	Staff member with confirmed positive test <ul style="list-style-type: none"> Staff member stays at home for 10 days from the date that the test was taken 		

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	<ul style="list-style-type: none"> 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 		
<p>2. Where recommended, use face coverings in schools</p>	<p>The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.</p>	<p>The school permits the wearing of masks by students and staff where requested.</p> <p>For teaching staff it will be recommended that visors are worn whilst teaching rather than masks to allow easier non-verbal communication. This will be discussed with line managers.</p> <p>Disposable masks will be made available by the school to any child using public transport who may have lost their mask and so unable to get home Public Health England does not (based on current evidence) recommend the use of face coverings in schools.</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>If students abuse this safety measure then parents will be contacted.</p>
<p>3. Clean and sanitise hands thoroughly more often than usual</p>	<ul style="list-style-type: none"> Ensure school has enough hand sanitizer stations Wall mounted hand sanitiser dispensers in every classroom Insist on use of hand sanitiser at the start and end of every lesson and break 		<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"> 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. As with hand cleaning, schools must ensure children with complex needs are helped to get 		<p>'catch it, bin it, kill it' will be taught in all classes across the school at the start of the term</p> <p>200 new lidded bins placed in every classroom for Sept 20</p>

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	this right, and all pupils understand that this is now part of how school operates.		
5. introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	<ul style="list-style-type: none"> • Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ◦ More frequent cleaning of rooms / shared areas that are used by different groups ◦ Frequently touched surfaces should be cleaned more often than normal • Year group bubbles working in allocated 'bubble zones' with their own allocated toilet facilities 	<p>Review hours worked by housekeepers.</p> <p>Possible need for increased provision as eight toilet areas will be in operation plus staff toilets</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>
6. Minimise contact between individuals and maintain social distancing wherever possible	<ul style="list-style-type: none"> • Reduce the number of interactions between staff and pupils by keeping year groups separate (in 'bubble zones') and through maintaining distance between individuals. • Teachers to remain at the front of the classroom and not circulate, remaining at a 2m 'social distance' • Seat all pupils facing forwards whenever possible (e.g. when non-fixed furniture allows) and minimise movement • Keep year groups apart wherever possible by e.g. operating in 'bubble zones' and staggering break times. • Limit movement around the school and use of different classrooms as far as possible 	<p>Year groups to be allocated 'bubble zones' to work in throughout the week.</p> <p>Consider staff movement</p> <p>Movement minimised by altering timetables within 'bubbles</p> <p>Year group bubbles allow full curriculum to be taught</p>	<p>Reorganise furniture, removing all unnecessary furniture and clutter (work started on this July 20)</p> <p>Teachers will teach from the front of the room within a marked zone</p> <p>LSAs will work within zones</p> <p>Year 7 to be taught as tutor groups to aid transition into secondary</p>
7. Wider school interactions	<ul style="list-style-type: none"> • No assemblies or gathering across different year groups • When timetabling, year groups should be kept apart in 'bubble zones' and movement around the school site kept to a minimum 	<p>Plan how shared staff spaces (e.g. offices) are set up and used to help staff to distance from each other.</p> <p>Use of faculty offices should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>Breaks and lunches potentially shorter and staggered... two equal length breaks rather than a longer lunch.</p> <p>Each year group to be given own area of field, stay outside.</p> <p>Each year group will have allocated entrance and exit</p>

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		The plan for student breaks might allow canteen to be used as a staff space whilst maintaining 2m distance	doors to minimise contact, including corridor passing. External doors to be used for entry into classrooms where present (refer also school operations section)
8. Arriving and Leaving School	<ul style="list-style-type: none"> Each year group to arrive through a different allocated entrance, with a staggered start as necessary 	<p>Consider how to communicate this to parents.</p> <p>SHS students bring themselves to school and start arriving at various times. If gates only opened at fixed times for fixed year groups this may create collections of student groups outside the school along Caulfield Rd and Delaware Rd</p>	<p>Each year group will have allocated entrance and exit to the school clearly signposted by banners.</p> <p>Students to be allowed to naturally stagger with them being directed to different areas as they arrive. This will allow a flow of student traffic within local area.</p>
9. Supporting SEND	<ul style="list-style-type: none"> Some pupils with SEND (whether with EHCPs or on SEN support) will need specific help and preparation for the changes to routine that this will involve The SENCO, Deputy to the SENCO and LSAs will need to ensure that ISPs reflect any support needed to accommodate this change 	Time needed to ensure full communication with parents (58 EHCP children in September including 13 new students) and to hear the child's voice.	<p>Review RAs/RE paperwork for all EHCP pupils before return</p> <p>ISPs to be passed on and discussed with new teachers</p> <p>Detailed handover forms and meetings for all teachers with old teachers (and SENCo if appropriate)</p>
10. Other considerations	<p>Peripatetic Teachers</p> <ul style="list-style-type: none"> Use of outside staff (particularly those who would work at multiple sites) should be limited <p>Pupils at other providers</p> <ul style="list-style-type: none"> The school must request (and be provided with) risk assessments from any other provider where students on our roll are attending 	Commencement of peri- lessons to be delayed until October half term at the earliest	<p>In advance of peri lessons restarting peri teachers must receive full H&S briefing and sign acknowledgement of understanding</p> <p>AEP risk assessments to be scrutinised</p>

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		Ten students across years 10 and 11 will be attending YMCA free school and SEAC	
11. Equipment	<ul style="list-style-type: none"> For individual and very frequently used equipment, such as pencils and pens, staff and pupils must have their own items that are not shared. Classroom based resources, such as text books, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Outdoor equipment should be more frequently cleaned. 	<p>Parents to be reminded of need for children to bring in their own stationary packs</p> <p>Practical subjects to plan and risk assess use of equipment within their area e.g. art, D&T, PE</p>	<p>Packs will be made up and provided to those students without. Named and retained within bubble for all lessons.</p> <p>Subject resources including textbooks to be reorganised into the zones for use only within that zone.</p> <p>Cleaning spray to be available in each class bubble</p>
12. where necessary, wear appropriate personal protective equipment (PPE)	<ul style="list-style-type: none"> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases e.g. where staff are providing intimate care or responding to pupil illness 	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.</p> <p>The DfE will provide schools with a small number of essential PPE kit for use where appropriate.</p>

Section 1B: Public Health Guidance to Minimise Risks – Response to Infection

Area / Aspect	Action	SHS Notes	Other actions/control measures
<p>13. Engage with the NHS Test and Trace process</p>	<ul style="list-style-type: none"> • Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> ○ Book a test ○ Share close contacts for test and trace ○ Self isolate 	<p>We will need to be prepared for a situation where staff or pupils/parents are not prepared to share information for Test & Trace e.g. for GDPR reasons. What will our protocol be? Union guidance?</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</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <p>School will ensure follow up contact with parents / carers following being sent home / advised to test</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. • if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill or develop symptoms after testing positive. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other

			members of their household should continue self-isolating for the full 14 days.
14. Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<ul style="list-style-type: none"> • Contact the DfE Helpline on 0800 0468687 Opt 1 (Mon-Fri 08.00-18.00/Sat-Sun 10.00-16.00) • The DfE will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. • Staff or pupils with a confirmed positive result will need to isolate for 10 days from the date of the test or 10 days from the first onset of symptoms even if this is after a positive test result • Staff or pupils who have been in close contact with someone with a confirmed case should isolate for 14 days <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p>	<p>Close contact means:</p> <ul style="list-style-type: none"> ○ 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) ○ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ○ travelling in a small vehicle, like a car, with an infected person 	<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>
Notification of a confirmed case received in advance of school opening	<ul style="list-style-type: none"> • Parents contacted and asked to keep child(ren) at home. Siblings in other year groups are to come to school as usual. • Students will remain in their current room/group. 		

Notification of a confirmed case received during the school day	<ul style="list-style-type: none"> • Message to be sent home informing parents which year group bubble to be closed/ which students to be sent home. • Parents/carers informed that with the support and risk assessment of the DfE coronavirus helpline advisers, some students may then be told it is safe for them to return to school. This will be communicated through Edulink and via the school website. 		
15. Contain any outbreak by following local health protection team advice	<ul style="list-style-type: none"> • If there are two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, there may be an outbreak • The school must continue to work with their local health protection team who will be able to advise if additional action is required. 	Template letters to be available for rapid and consistent communication with parents	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 School provided with small number of testing kits in case of any difficulty of individuals getting to testing sites

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1. Transport	<ul style="list-style-type: none"> • School based transport – not applicable • Wider public transport: the school should use all communication channels to encourage parents, staff and pupils to walk or cycle to school if at all possible <p>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible.</p>	Procedures used by those transporting identified SEND children to be reviewed and understood	Include in messages to parents' encouragement to use bikes / walk where possible
2. Attendance Expectations	<ul style="list-style-type: none"> • School attendance will be mandatory again from the beginning of the autumn term. • Usual protocols and rules on school attendance will apply <p>even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members</p> <p>Where children are not able to attend school as parents and carers are following clinical and/or public health advice, for</p>	Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to immediately offer them access to remote education (being reviewed by all areas July 20)	Attendance officer to monitor all pupil's attendance weekly from start of term Support vulnerable families / those with attendance L2/3 prior to lockdown from start of term with expectations on attendance

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	<p>example, self-isolation or family isolation, the absence will not be penalised.</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>
<p>3. Pupils and families who are anxious about return to school</p>	<ul style="list-style-type: none"> We will need to bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this School communication channels will need to reassure parents e.g. regular positive e-mails, access to risk assessments 	<p>Twitter used to share positive stories about being back in school</p>	<p>Year Managers & SLT to be on each gate daily First day absence calling to vulnerable families Additional welfare support available to individuals as / when needed</p>
<p>4. School Workforce: Staff who are clinically vulnerable or shielding</p>	<ul style="list-style-type: none"> Staff to return to the workplace in September, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall Individual or group risk assessments should be made for vulnerable staff 	<p>All CEV and CV staff who have been working from home have been contacted by SLT to hear anxieties re: Sept opening</p> <p>Consider protocol for any admin staff who argue they can complete work at home</p>	<p>Individual RAs on CEV and CV staff as necessary and also BAME staff</p> <p>Faculty risk assessments should include mitigation of risks to staff e.g. collecting in equipment</p>
<p>5. 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 first aid 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</p>		<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</p>

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	<p>pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <ul style="list-style-type: none"> • 		<p>measures will be put into place</p>
<p>6. Supporting Staff</p>	<ul style="list-style-type: none"> • 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. <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> <ul style="list-style-type: none"> • 	<p>Working within zones will reduce contact between department colleagues, we need to be mindful of possible isolation of individuals</p> <p>Time needed at the start of new academic year to explain plan in detail and provide space for dialogue on concerns</p> <p>Possible that YMs will be supporting with some difficult issues post lockdown</p>	<p>Remind staff of EAP program available to them all</p> <p>Review staff meeting / additional work expectations for the autumn term</p> <p>Identify space for staff to commune safely together in Faculties/ teams</p> <p>Provide mechanism for staff to share worries; coffee afternoon with the HT?</p> <p>Organise supervision for YMs</p> <p>All staff to be provided with all necessary key information.</p>
<p>7. Staff Deployment</p>	<ul style="list-style-type: none"> • Deployment of staff will need to be reviewed in light of any changes to the school day (including changes to break times and staggered starts), and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. • Leaders must discuss and agree any changes to staff roles with individuals. • We must 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. 	<p>Schools can continue to engage supply teachers and other supply staff during this period</p>	<p>Review staff organisation and timetables to best manage wider school return including staggered lunch times, Outdoor PE facilities, SEND support, LSA allocations</p> <p>Pastoral Year Managers (PYM) and Academic Year Leaders (AYM) to be housed together in year</p>

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			groups so that children can be supported whilst maintaining their bubble.
8. Performance Management	<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</p> <ul style="list-style-type: none"> • 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>PM reviews for teaching staff will still take place in September 2020. Reviews will be based on the progress that could be made against targets up until lockdown began in March 2020</p>
9. Safeguarding	<ul style="list-style-type: none"> • Designated Safeguarding Leads should consider revising the child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. • Any review must have regard to the statutory safeguarding guidance 	<p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p>	<p>Review and update CP policy in line with KCSIE 2020 and Covid-19 policies for schools</p> <p>Identify time at beginning of new year to provide statutory training to all staff.... May have to be repeated to many smaller groups rather than all staff at once due to need for distancing</p> <p>COVID safeguarding addendum to be kept under regular review</p>
10. Catering	<ul style="list-style-type: none"> • Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about 	<p>Whilst statutory guidelines and funding agreement do</p>	<p>Staggered lunchtimes for Ks3 and KS4/5</p>

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	<p>provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p>	<p>not stipulate provision of a hot meal due to large number of FSM children at SHS it is incumbent on us to do so.</p> <p>We need to consider how to plan for menu choices over the week and how payment to be made.</p> <p>Can a cashless system be introduced before September? How would setup cost be met?</p>	<p>Only two year groups at a time to visit canteen. Canteen divided into two with 2m high barriers separating areas. Queues to be supervised at all times to ensure 'face the front' queuing and swift movement through. Sixth form to stay in G2 Year 8 to purchase food from new servery outside G2. Specialist pathways/ nurture groups to have own break and lunch time slot. Outside areas for each year group... no mixing</p>
11. Educational Visits	<ul style="list-style-type: none"> It is unlikely that any trip out of school (residential or otherwise) should be approved in the Autumn Term or until the risk of COVID-19 has dropped to Level 1 	<p>Need to check whether any non-residential trips are booked for Autumn Term 20-21.</p>	<p>No overnight residential visits will take place in Autumn 2020 / Spring 2021</p> <p>Visits policy needs addendum regarding disinclination to travel</p>
12. School Uniform	<ul style="list-style-type: none"> The school should return to the usual uniform policy in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Year Managers, senior leaders and form tutors should raise any concerns about pupils welfare that may arise from uniform through the normal channels 	<p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p>	<p>All children will be reminded and expected to wear full uniform to school</p> <p>PE uniform (kit) to be worn by students on day with PE on timetable</p>

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13. Extra-Curricular Provision	<ul style="list-style-type: none"> Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Any extra-curricular provision or revision sessions will need to be mindful of year group bubbles, as well as any changes to staffing levels or working hours <p>We recognise that schools may need to respond flexibly and build this provision up over time.</p>	All teaching staff have allocation for after school provision built in to 1265	<p>All after school provision to be within zones. Year 11 and 13 to be prioritised</p> <p>Protocol needed for use of library for homework club to ensure no mixing of bubbles</p>
14. Fire Evacuation	<p>Consider exit points for the event of a fire.</p> <ul style="list-style-type: none"> Review the Fire Evacuation system 	<p>Evacuation points posters reviewed summer 2, to be reviewed again half termly during Covid.</p> <p>Call points installed over the summer and fire evac chairs for those students with mobility issues</p>	<p>Fire Evacuation points to be identified and the policy to be reviewed to reflect any changes in light of the COVID-19 Risk Assessment</p> <p>Fire practice will take place in the first week of the Autumn term for all pupils and will be recorded and discussed with SLT. Students to always be led out by tutor/teacher.</p> <p>In the event of a fire pupil and staff safety presides over anything else</p> <p>Sixth form evac point to be moved to field area as a results of greater numbers</p>

Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
1. Curriculum expectations	<ul style="list-style-type: none"> Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. 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. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. 	<p>We aim to provide a full curriculum offer to all students in all year groups from September 20</p> <p>All subjects to be taught by specialist teachers</p> <p>All subject areas to start the new year with a standalone topic that does not rely on work done in lockdown to create early success</p>	<p>Faculties to review curriculum maps to ensure coverage</p> <p>Catch-up programme (particularly for exam groups to be planned)</p> <p>A new remote learning policy to be in place September 20</p> <p>All Faculty Areas to have a fully reviewed risk assessment in place before September 2020</p>
2. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.			
3. Aim to return to the school's normal curriculum in all subjects by summer term 2021.	Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.		
4. Plan on the basis of the educational needs of pupils	Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills	The needs of students in the Foundation pathway to be assessed and decisions taken about some areas of curriculum	The deployment of LSAs will be carefully planned to ensure that children in need of support receive it effectively and safely

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Area / Aspect	Action	Notes	Actions / Other control Measures needed
5. Develop remote education so that it is integrated into school curriculum planning	All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress	SHS has invested in GCSE Pod for 20-21 and has been given access to Seneca analytics at no cost due to usage over lockdown period	<p>All faculty areas to ensure remote learning activities are mapped against PoS for 20-21</p> <p>Students need to be taken through GCSE Pod and other online resources at start of term</p> <p>Remote Learning Policy revised for September 20</p>
6. Physical Activity in Schools	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst 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, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not</p> <p>Droplet transmission: The risk associated with each action in an activity based on duration and proximity of participants. By using the framework, sports can determine the risk of actions in their matchplay environment – anything, for example, from tackling, to bowling, to re-start – which will then determine the overall level of risk of taking part in that sport.</p>	<p>Need support of Southend LA to ensure the Leisure centre is open and available to the school in September 2020</p> <p>PE association guidance and Youth Sports Trust guidance to be used to support PE dept</p>	<p>Students to come into school in PE kit on PE days to negate need for changing room use</p> <p>PE curriculum to be planned to consider safe use of equipment where possible</p> <p>All activities to be risk assessed</p>
7. Catch up Support	This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year	<p>Support can be provided in advance of receipt of this payment</p> <p>Use will be made of PEPs to ensure correct support for LAC and XLAC children</p>	<p>AYL to coordinate whole school catch up programme</p> <p>Faculty Heads to coordinate subject catch up programme</p>

Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
			<p>AHT for behaviour and Senior Pastoral Lead to coordinate catch up support for children with complex needs SENCo to oversee support for children with an EHCP</p>
<p>8. Pupil wellbeing and support</p>	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) 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 carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</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>SHS has 'in-house' counsellors and from Sept 20 support from MHST support team</p> <p>Each year group will have a support team of a YM, AYL and AHT</p> <p>Time needed at start of year to convey message to staff of the importance of careful language to ensure anxieties are not escalated in children and families</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. 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>Worry boxes to be available in each zone/bubble</p> <p>SIMS to be monitored for reports on student behaviour...early warning</p> <p>Welfare calls to vulnerable families to continue during first half term</p> <p>The MindEd resources can be used by teachers to support https://www.minded.org.uk/</p>
<p>9. Pastoral Support</p>	<p>Schools should also provide more focused pastoral support where issues are identified that individual</p>	<p>Ed Psych planning visit scheduled for Sept 20</p>	<p>School counsellors to have drop in sessions</p>

Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	pupils may need help with, drawing on external support where necessary and possible	HT meeting Mid and Southend Essex Mental Health Support Team July 20 for planning of support from Sept	Clear protocols and procedures to be in place for referrals and monitoring of support
10. Behavioural Expectations	Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.	<p>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour</p> <p>SHS has used the internal exclusion room as a sanction for some behaviours that may warrant a FTE due to safeguarding concerns for some students. This may not be so easy to do in 20-21 due to need to maintain bubbles. FTE may increase.</p>	<p>Plan new procedures for internal isolation to prevent mixing of bubbles</p> <p>Newly clarified protocols and behaviour policy addendum to be clearly communicated to staff at start of term</p> <p>Meetings to be held with parents of children with identified poor behaviour to ensure understanding of expectations and consequences of non-adherence</p>
SEND – EHCP pupils	<p>Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</p> <p>Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and</p>		<p>SENCO to contact all EHCP pupils prior to the end of the summer term.</p> <p>All RE / RAs for EHCP pupils to be reviewed and updated before the start of the autumn term.</p>

Section 3: Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
	involve them in planning for their child's return to their school from the start of the autumn term.		

Section 4: Assessment & Accountability

Area / Aspect	Action	Notes	Actions / Other control Measures needed
1. Inspection	For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.	November 2020 would be three years since the last full inspection at SHS. Due to nature/ demographic of school it is possible we will receive a visit in Autumn Term	Do the basics well and execute plans as designed
2. Secondary Assessment	<p>For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual is currently consulting on proposed adaptations to exams.</p> <p>There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step. DfE has, however, also announced that there will be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE's guidance on Centre responsibility for autumn GCSE, AS and A level exam series sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. We are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students, and we will provide further information on this.</p>		<p>Deadline for entries are the 4th Sept and 18th Sept for GCE and GCSE exams respectively. Right at start of the year.</p> <p>A process needs to be designed to allow communication between students and school between results days and these deadlines.</p> <p>Risk assessment for running exams needs to be created including invigilation</p> <p>Sports Centre needed as exam venue</p> <p>Impact on school budget needs to be identified</p>
3. Accountability Expectations	Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data	Data will be shared internally in recognised performance table format to allow a continued focus on	Complete SEF in agreed SECAT format

Section 5: Contingency Plans for Outbreaks

Area	Action / Information	Notes	Actions / Other control Measures needed
1. Process in the event of local outbreaks	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread		Share a lockdown drill with all staff
2. Contingency plans for outbreaks	For individuals or groups of self-isolating pupils, remote education plans should be in place	In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality	<p>Create a 12 hour (one hour!) to lockdown checklist with roles of individuals and actions to be taken.</p> <p>Communication trees to be shared with staff</p> <p>Lockdown risk assessment to be put into action including H&S measures for premises/ kitchens</p>
3. Remote education support due to outbreak	<p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use 	Remote learning will be ready to implement at short notice	<p>Update list of known families who cannot (for whatever reason) access remote digital learning</p> <p>Paper based work packs to be ready in advance</p>

	<ul style="list-style-type: none"> • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 		
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<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

<https://www.sportengland.org/how-we-can-help/coronavirus>

<http://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

<https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

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<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>