The following Risk Assessment is a summary from the advice received from our consultants on 2 Feb 2021.

All students to return to face to face provision from March 8th.

This risk assessment is a simplified version of 24th Feb Kym Allan version. The Long Version is saved in the Staff Hub.

- a requirement that people stay at home if they: have virus symptoms, have tested positive even if asymptomatic, have been advised by NHS Test & Trace to do so, are household members of a positive case, even if that case is asymptomatic or are required to self-isolate for travel-related reasons;

Schools must have
- robust hand and respiratory hygiene;
- enhanced cleaning and ventilation arrangements;
- active engagement with NHS Test and Trace;
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

SJCHS Protocols are based on the following principles:
- keeping children in consistent groups;
- avoiding contact between groups;
- arranging classrooms with forward facing desks;
- staff maintaining distance from pupils and other staff as much as possible.

Prevention:
1) minimise contact with individuals who are required to self-isolate by ensuring they do not attend school;
2) ensure face covering are used in recommended circumstances;
3) clean hands thoroughly more often than usual;
4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
5) maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents;
6) consider how to minimise contact across the site and maintain social distancing wherever possible;
7) keeping occupied spaces well ventilated;

In specific circumstances:

8) where necessary, wear appropriate personal protective equipment (PPE);
9) promote and engage in asymptomatic testing, where available.

Response to any infection:

Always:

10) promote and engage with the NHS Test and Trace process;
11) manage and report confirmed cases of coronavirus (Covid-19) amongst the school community;
12) contain any outbreak by following local health protection team advice;

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1-2	Lateral Flow Devices will support the return to schools 3 online tests followed by home testing.	LF Testing in place on return to school. Staff tests are being distributed. Asymptomatic students can test themselves.
	Small testing centre maintained in school.	Need to decide where this goes after first two weeks.
	Students testing positive.	Students kept under Tech Canopy until results & collection if positive.
		Positives sent home & need to book at PCR and isolate.
2	Contact with students who are unwell and sending home.	Ensure all are aware that they do not come in. Protocol in place for students in school with symptoms – using outdoor meeting room and disabled toilet. If students are sent home with symptoms, their sibling will be sent home too. The students must be collected by a member of their family or household who waits in the yard. Where this is not possible, we will do one of the following: • use a vehicle with a bulkhead or partition.

		• the driver and passenger should maintain a distance of 2m from each other; • the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so. • We will keep staff informed of any potential cases.
2-4	If someone in a child or staff member's <u>support bubble</u> is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the <u>NHS Test and Trace programme</u>, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.	The Headteacher will make a decision re group or bubble closure.
2-4	If a symptomatic child needs medical attention	Protocols are in place and PPE is available in the first aid room.
5	When there is a confirmed case in the community close contacts will be alerted for isolation and testing.	A close contact includes: anyone who lives in the same household and · face-to-face contact including being coughed on or having a face-to-face conversation within 1m, skin-to-skin physical contact for any length of time; · been within 1m for 1 minute or longer without face-to-face contact; · <mark>sexual contacts;</mark> · been within 2m of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day); · travelled in the same vehicle or a plane.
7	Two or more cases = outbreak	We will seek advice.
7	Clinically Vulnerable	Advice for CEV students is to stay at home. Students will access remote education and school will check that they have devices to do so. CEV staff will work from home. Work will be provided for these students and those isolating.
8	Changes to school to reduce risks	Protocol in place in behaviour policy, and staff code of conduct in key docs.
9	Provision for hand washing and sanitiser in school, bins with lids etc.	In place.
10	First Aid procedures in place	In place
10	PPE	The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2m cannot be maintained - where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used – disposable apron and disposable gloves.

10/11	Face Coverings	Face coverings should be worn by adults (staff and visitors) and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing is difficult to maintain. Face coverings do not need to be worn by pupils when outdoors on the premises. In addition, face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity e.g. in PE lessons. This additional precautionary measure is for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter and will be kept under review. No pupil should be denied education on the grounds that they are not wearing a face covering. Exemption Lists will be with staff on their return day ie Year 11 on Monday.
13, 16	Arrangements for students returning to school	• Staggered start in school. All arrangements from Autumn Term in place: one way, staggered dismissal, no meetings, no detentions, no assemblies, two lunches and specific cleaning regime in place, masks, handwashing and sanitiser. • While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits. • Stairs are marked for up and down. • Corridors are marked for one way.
14-15	Protocols in classrooms	• Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children, ==but if adults can do this when circumstances allow that will help.== • Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. • Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. • Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular). • Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes. • Pupils and staff will be asked to bring in their own water bottles. We will take steps to limit the use of single-use plastic water bottles. • IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask pupils to bring in their own headphones/earphones or have a supply of cheap earphones which could be sanitised and rotated on a weekly basis. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles – see also 'Curriculum' below.
15	Breaks and Lunchtimes	• We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups will take place. • Separate dining areas sections are assigned for each group. • Each year group has their own yard at lunch and on arrival.

		• We will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning from home during term time.
16	Offices	• Normal shielding will be used for reception staff – using the glass. • Maintain social distancing in offices. • Desks/workstations are set up to enable staff to maintain social distancing wherever possible. • If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, we will take all mitigating actions possible to reduce the risk of transmission ie plastic screens. • Staff will have their own desks and computers.
18	Entering and exiting school	• Staff will be required to sign in using the electronic system. • Notices in reception warn staff not to come in if they have symptoms. • Parents will be asked to keep their distance at the school gates.
22	Cleaning during the school day	• A cleaning schedule is in place. Two housekeepers are on site. Notices record when last cleaned.
26	PE	• Constant groups in PE • Outdoors will be prioritised but indoor sports can take place.
26	Science Art and DT	• For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.
26	Music, Dance and Drama	• We are reviewing the music, dance and drama part of the school curriculum. • We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff, including for rehearsal and performance, by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. • We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. • Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment. • We can continue to engage peripatetic teachers during this period. • Increase handwashing before and after handling equipment, especially if being used by more than one person. • Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets.
28	Exams	• Exams in the summer (GCSEs, A & AS Levels) will now longer go ahead as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards.

29	Providing remote education for students unable to attend	• This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.
		• We are operating a phased return of pupils in the week commencing 08/03/21 to allow for testing that week, & we will provide remote education for all pupils not yet expected to attend on-site.
		• Our online school info remains on our website.
		• For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans are in place.
		• We will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we may be asked to revise our delivery models for a short period of time.
		
		Remote education expectations
		• Remote education should be equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
		• KS3 & 4: 5 hours a day.
		• In developing remote education, we will:
		• 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 practiced in each subject so that pupils can progress through the school's curriculum;
		• Use Teams.
		• overcome barriers to digital access for pupils by:
		• distributing school-owned laptops accompanied by a user agreement or contract;
		
		• We have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
		
		• We have identified Mr Nevitt as having overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
		
		When teaching pupils remotely, we will:
		- set meaningful and ambitious work each day in a number of different subjects;
		- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
		   ▪ providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
		   ▪ providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
		   ▪ providing scaffolded practice and opportunities to apply new knowledge;
		   ▪ enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
		   ▪ using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
		   ▪ avoiding an over-reliance on long-term projects or internet research activities.

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☐ We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support.

☐ We have published information for pupils, parents and carers about our remote education provision on our website (see optional template).

Special educational needs

☐ We will recognise that some pupils with SEND may not be able to access remote education without adult support, so we will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers and we can deliver an ambitious curriculum appropriate for their level of need.

☐ Teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

Alternative Provision

☐ For pupils in Alternative Provision settings, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress but we will ensure they are safe and in contact or attending.

Vulnerable children

☐ Where individuals who are self-isolating are within the definition of vulnerable, it is important that we will offer pastoral support and check they are able to access education support.

☐ When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.
  - We 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.

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<td>31</td>
<td>Behaviour Policy</td>
<td>• Our behaviour policy has been updated and is online.</td>
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<td>32</td>
<td>Attendance</td>
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Attendance

☐ School attendance will be mandatory for all pupils from 08/03/21. The usual rules on school attendance will apply.

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<td>33</td>
<td>Off site visits</td>
<td>We are advised not to undertake visits at this time.</td>
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<td>34</td>
<td>ITT and Supply teachers</td>
<td>We can continue to engage supply teachers and other supply staff during this period including to deliver face to face education to pupils in school and remote education. ITT trainees can continue to go into their host school or college on placement.</td>
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<td>36</td>
<td>Home visits</td>
<td>Should we have a situation where a child requires a home visit such as in relation to safeguarding concerns or delivery of the EHC Plan to pupils not attending school, we will consider and adhere to guidance issued in Safe working in education, childcare and children's social care settings, including the use of PPE.</td>
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<td>36</td>
<td>Visitors and parents.</td>
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Visitors will be discouraged but if there are visitors, visits will be as shot as possible, records will be kept. Site policies will be explained to any visitor on arrival:
  - our 'system of controls';
  - asked to wear face coverings
  - how this impacts them and their responsibilities during their visit;
  - how to maintain social distancing from staff, other visitors, and children other than those in their care.

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<td>38</td>
<td>Lettings</td>
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<td>39</td>
<td>Well-being</td>
<td>We will provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible.</td>
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		- We will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. - Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19. - Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. - We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils. We will discuss and agree any changes to staff roles with individuals. - We will monitor the wellbeing of people who are working from home or self-isolating and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation.
39	Communication	- We will ensure all staff understand coronavirus related safety procedures. - We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. - We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements, including those working from home. - We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. **Ongoing communications** - We will ensure all staff are kept up to date with how safety measures are being implemented or updated. - We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. - We will keep communication short and brief.