

**Queen Elizabeth's
Grammar School,
Horncastle**

Wider Opening Plan

**Effective from
8 March 2021**

1. Introduction

In order to respond to the government's aim that all children return to school full-time during the week beginning 8 March 2021, the following plan has been developed. In consultation and partnership with the other schools in the Horncastle Education Trust, the plan has been developed by adhering to the following four principles:

- An obligation to ensure the safety of children, staff and parents
- A commitment to the welfare and well-being of children and staff
- An undertaking that the necessary planning will be measured and considered
- Make the best possible decisions based on the evidence and guidance available and within the limitations set by the school's location and locality

The situation remains fluid and, as such, this plan may be subject to change. We continue to monitor any changes to government advice and guidance.

We will operate a staggered start to the wider opening of school to ensure that all students who are participating in asymptomatic testing are able to complete their first test before returning to the classroom. Year groups will return on the following dates:

Monday 8th March: Years 11 and 13
Tuesday 9th March: Years 10 and 12
Wednesday 10th March: Years 7 and 8
Thursday 11th March: Year 9

2. System of controls

A risk assessment process has been undertaken across the Trust, taking into account the above guidance and has been based on the PHE system of controls to help prevent the spread of COVID-19 and can be found at www.horncastleeducationtrust.org.

We know that the predominant new variant of COVID-19 is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. The system of controls are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

PREVENTION

1. Minimise contact with individuals who are unwell by ensuring that those who have COVID-19 symptoms, or who have someone in their household who does, do not attend school:

- Students, staff and other adults are not be allowed in school if they have one or more of the coronavirus symptoms:
 - high temperature – they feel hot to touch on their chest or back (they do not need to measure your temperature)
 - new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)
 - loss or change to their sense of smell or taste – this means they've noticed they cannot smell or taste anything, or things smell or taste different to normal

- a member of their household (including someone in their support bubble or childcare bubble if they have one) has COVID-19 symptoms
- they are required to quarantine having recently visited countries outside the Common Travel Area
- they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- the start of their symptoms
- the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)

Anyone developing symptoms during the school day will be sent home, told to self-isolate for 10 days and arrange a test.

Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but they may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: [how it works](#).

If a student is awaiting collection:

- they will be moved to a room where they can be isolated with appropriate adult supervision if required
- a window will be opened for fresh air ventilation if it is safe to do so
- if it is not possible to isolate them, they will move to an area which is at least 2 metres away from other people
- if they need to go to the bathroom while waiting to be collected, they will use a separate bathroom
- personal protective equipment (PPE) must be worn by staff caring for the student while they await collection if a distance of 2 metres cannot be maintained
- Anyone with COVID-19 symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or students who have been in close contact with that person, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms will be cleaned after they have left, to reduce the risk of passing the infection on to other people. If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.

2. Where recommended, use of face coverings in schools

Students and staff should wear face coverings when moving around the premises and in communal areas, including in classrooms unless an individual is exempt (see below) from wearing a face covering.

It is important to remember that face coverings must be worn correctly - this requires cleaning of hands before and after touching, including removing or putting them on and the safe storage in individual, sealable plastic bags between use.

Some staff and students are exempt from wearing face coverings and school should be informed that this is the case. These staff and students should wear a sunflower badge provided by the school to indicate this and inform others.

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and students should bring a spare face covering to wear if their face covering becomes damp during the day.

Students and staff must:

- not touch the front of their face covering during use or when removing it
- dispose of temporary face coverings in designated and clearly labelled bins when they are no longer needed
- place reusable face coverings in a plastic bag to take home with them once removed
- clean their hands again

3. Clean hands thoroughly more often than usual:

COVID-19 is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. Students must clean their hands regularly, including:

- when they arrive at the school
- when they return from breaks
- when they change rooms
- before and after eating

Through discussion with staff and observation during the day, school leaders will monitor the extent to which this is happening to ensure good practice is followed.

- Additional supplies of materials and equipment have been obtained to ensure we can undertake and support additional cleaning/hand cleaning;
- Hand sanitiser is available in all classrooms and in some specific communal spaces: reception, canteen and Sixth Form Centre;
- All toilets have a supply of soap and paper towels, and there is signage to remind staff and students to wash their hands, in addition to information explaining how to clean hands correctly;
- We offer to provide personal hand sanitiser for students for whom we receive Pupil Premium funding;
- Soap and paper towels are available in some classrooms with sinks.

4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach:

- All classrooms have tissues available for staff and students should they be needed;
- There are displays in each classroom to promote the 'Catch it, bin it, kill it' initiative;

5. Maintain enhanced cleaning, including frequently touched surfaces often, using standard product, such as detergents

As part of our continued efforts to keep the school as safe as possible, we have sprayed our classrooms, offices and corridors with an antimicrobial surface coating. This coating has been scientifically proven to eliminate Coronavirus as well as a range of bacteria and enveloped viruses for recommended periods up to 90 days. Treatments take place each quarter, with monitoring visits taking place at the midway point between treatments. The spraying will take place when the school is closed to students and staff, and once bonded to surfaces, the coating is classified as non-irritant.

- All classrooms and offices have a supply of cleaning wipes so that portable items such as remote controls, etc that have touched can be cleaned at the end of each lesson. antimicrobial surface coating means that desks and chairs do not need to be wiped at the end of each lesson. Wipes should be disposed of in the bins provided in each room.
- As usual, a thorough deep clean of the school will be undertaken during some school holidays. All systems are regularly checked and all statutory compliance are kept up to date. Flushing is maintained and all health & safety checks are completed.
- Different groups do not need separate toilets, but we ensure that toilets are cleaned more frequently;
- All rooms and corridors are cleaned at the start or end of each day.

6. Minimise contact between across the site and maintain social distancing wherever possible:

Grouping of children

Minimising contacts and mixing between people reduces transmission of Covid-19. Our overarching principle when planning is to reduce the number of contacts between children and staff whilst delivering a broad and balanced curriculum.

We have grouped children as consistently as possible, using 'bubbles', whilst maintaining access to as normal a curriculum as possible.

- Year 7 bubble: Students remain in their form groups for all lessons apart from Games. Lessons take place in the same room unless specialist equipment is needed for curriculum delivery (PE, Games, Music, Technology, Art, Citizenship, Science).
- Year 8 bubble: Students remain in their form groups for all lessons apart from PE, Games and Maths. Lessons take place in the same room unless specialist equipment is needed for curriculum delivery (PE, Games, Music, Technology, Art, Citizenship).
- Year 9 bubble: The curriculum becomes more personalised as students study their own MFL options. Students move between classes more to accommodate this, but remain in consistent classes for humanities and science lessons.
- Years 10, 11, 12 and 13 bubbles: The personalised nature of students' subject choices means that groupings cannot be maintained between subjects; however, students are in classes with students of that year group with the exception of A-Level Drama (small groups where distancing will be maintained).

When using larger bubbles, the other measures from the system of controls become even more important to minimise transmission risks. The approaches of separating bubbles and maintaining distance are not ‘all-or-nothing’ options, and still bring benefits even if implemented partially.

All teachers and other staff will operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they keep their distance from students and other staff as much as they can, ideally 2 metres. A one-way system is in operation in all internal corridors and stairwells to facilitate this, with the direction of travel marked on the floor.

Contractors for essential maintenance is carefully planned to minimise any potential interaction with staff and students. All government guidelines will be adhered to.

The school day

We have retained a six lesson day and all students have a morning break and lunch break, though not all year groups will have these at the same time.

Y7-9		Y10-13	
AM reg	8.55-9.15	AM reg	8.55-9.15
Lesson 1	9.15-10.05	Lesson 1	9.15-10.05
Lesson 2	10.05-10.55	Lesson 2	10.05-10.55
Lesson 3	10.55-11.45	Break	10.55-11.25
Break	11.45-12.15	Lesson 3	11.25-12.15
Lesson 4	12.15-13.05	Lunch	12.15-13.05
Lunch	13.05-13.55	Lesson 4	13.05-13.55
Lesson 5	13.55-14.45	Lesson 5	13.55-14.45
Lesson 6	14.45-15.35	Lesson 6*	14.45-15.45

*60 minute lesson to accommodate staggered end of day

Measures within the classroom

Staff, including Teaching Assistants, should maintain distance from their students, ideally 2 metres, staying at the front of the class, and away from their colleagues. In particular, staff must avoid close face-to-face contact and minimise time spent within 1 metre of anyone. Students are also reminded to maintain distance and not touch staff and their peers where possible.

We have made adaptations to many of our classrooms to support distancing where possible, including the removal of unnecessary furniture and soft furnishings out of classrooms to make more space or the rearrangement of furniture to space desks within a room. Students sit side-by-side, facing forwards in all classrooms.

Equipment and resources are integral to teaching and learning. For individual and very frequently used equipment, such as pencils and pens, it is expected that staff and students have their own items that are not shared. Classroom based resources can be used and shared within the bubble; shared equipment is cleaned regularly and students clean their hands after using shared text books. Resources that are shared between bubbles, such as sports, art and science equipment is cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Students must limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books and stationery. Bags are allowed in school, though students do not have access to lockers or bag racks. Students can take books and other shared resources home, although unnecessary sharing should be avoided. Teachers should consider carefully whether they can avoid taking books and resources home when planning activities, by using online methodologies for submission of work.

Lunch and break times

There is a morning break and lunch break for all students, though these are staggered, so that not all students have their breaks at the same time. Students have access to the canteen during the lunch break only, so may wish to bring a snack for the morning break. Students should bring their own water bottle, ideally one large enough to provide sufficient water for the day.

Students access the canteen in their bubbles, with specific windows during a lunch break designated for a particular bubble. During the later lunch break, Years 9, 7 and 8 come to the canteen in that order and be given a 10 minute window to make their purchases. During the earlier lunch break, Years 10, 11, 12 and 13 come in that order and be given a 10 minute window to make their purchases.

Students are able to take their bags into the canteen. Before entry to the canteen, students must make use of the hand sanitiser station at the entrance. The canteen is serving hot and cold food, though the range is more limited. We continue to use cashless catering, though this is managed using student uniform cards and the student photographs held on our MIS; those in the Sixth Form use their student ID cards. The Food Cube is not open and vending machines remain turned off. Serving staff are able to maintain their distance from students; those staff who are operating the tills, where distancing is not possible, are protected by a sheet of Perspex between them and the students.

The canteen is not sufficiently large to accommodate different bubbles of students, nor is there the capacity to clean tables and chairs between different bubbles. Therefore, once food has been purchased, students take their purchases and consume them outside. If the weather is poor, students should go to their lesson 3 room at break time and their lesson 4 room at lunch time.

Students in the Sixth Form are not allowed to leave the school site during the lunch break. If students wish to complete work or sit quietly during this time they may use the Sixth Form Centre (places will be limited based on the number of tables and chairs available) or ILC, otherwise they should go to their designated area on the school field or designated classroom.

In order to reduce the potential contact between students, students are not permitted to play football on the field during break and lunch times.

Measures elsewhere

Bubbles are kept apart as much as possible; we currently have no large gatherings such as assemblies.

We have roomed lessons so that bubbles are kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor is low risk, by rooming in this way we avoid creating busy corridors, entrances and exits. We have introduced staggered break and lunchtimes to support this, and bubbles have designated outside areas for their use during these times.

Whilst students are allocated a locker, their use is not permitted at present to reduce the number of contact points in school. We will review this decision as the national guidance is updated.

Outdoor furniture, such as benching, should not be used. We have removed as much furniture as possible. That which remains is taped off so that staff and students know that it is not to be used.

Departmental offices are in use, though the maximum occupancy at any one time is in force. Desks are arranged to ensure that staff members are not facing each other; the surfaces of all desks in departmental offices must remain clear so that they can be cleaned easily. The main staff room has limited capacity, as does the staff work room. During break and lunch times, staff have access to the staff room, where facilities for making refreshments and socially distance seating are available.

When Sixth Form students have a study period, they will be expected to work quietly in one of the following spaces where they will work in rows facing in the same direction:

Year 12: Upstairs in the SFC or the back of the SFC for ICT access (laptop trolley)

Year 13: Downstairs in SFC or the ILC for ICT access.

If these spaces do not have sufficient capacity during the timetable cycle we have identified additional space for students to work.

The number of visitors on site is kept to a minimum and where these can happen outside of school hours, they do. Meetings with parents take place in the designated meeting room near reception; any parents wishing to meet with a member of staff must call to make an appointment beforehand. We aim to minimise the number of contractors visiting the site during the working day, though we will ensure we undertake all essential checks; where attendance out of school hours is not possible, contractors will be briefed on the school's expectations regarding safety before entry to the buildings. Where possible, contractors will be accompanied during their time in school by a member of the site team. All visitors are required to sign in and out at reception, including a telephone number to allow us to implement the Test and Trace system should this eventuality be required.

Staff remain on the school site during lesson time (some PE lessons may take place off-site) each day. We strongly encourage staff not to leave the school site during their lunch break to reduce the number of people they come into contact with. Any member of staff who leaves the school site will need to adhere to hand cleaning protocols upon their return.

Transport

Our timing of the start and end of our school day is limited by the transport plans and patterns and we are therefore unable to stagger these times significantly. The government is encouraging, where possible, for travel to school be by walking, cycling or private car. Staff and students should not car share (unless a family group) so that contact and social mixing are reduced.

We have worked in partnership with the local authority who have the statutory responsibility for home to school transport for many of our students, as well as a vital role in working with local transport providers to ensure sufficient bus service provision.

Our approach to transport aligns as far as possible with the principles underpinning the system of controls set out earlier.

- We will support transport providers to manage students so they are grouped together on transport, and where possible this reflects the bubbles that are adopted within school;
- Where available, students are required to use hand sanitiser upon boarding and/or disembarking;
- Buses are available for students to board in two phases at the end of the day to ensure adequate distances between vehicles;
- Many of our buses provide transport for more than one school so students may mix with children outside of their school and bubble. Where this is the case, or it is the bus company's policy, we will support them to ensure students from different schools sit separately;
- We will support bus companies to ensure that students wear face coverings. Where face coverings have been lost or damaged during the day we keep a small contingency supply in school.

Arrival at school

Students arriving by bike, walking or in a private car should ensure they do not arrive earlier than 8.30am. Parents dropping students off by car are not be able to access the school site so should need to park nearby and drop their child off there.

Students should clean their hands when they arrive. This may be using soap and running water or using hand sanitiser as they enter their form room. Once in their Form Room, students should remain there until the start of the school day.

Departure From school

We stagger the way in which students are dismissed from their classes at the end of each day. Those students in Years 7-9 are dismissed at 3.35, whilst those in Years 10-13 leave at 3.45. Those staff teaching during lesson 6 escort their classes to the main drive where they oversee their departure from the school site, ensure they board the correct bus or wait in the correct area for their bus.

Those students travelling home on foot, bike or in a private car, should leave the school site as quickly as possible. There should be no waiting with friends who are travelling by bus or friends from other year groups. Those students travelling by taxi should make their way to the front car park to be collected.

At the end of the school day, buses collect students in two 'waves'. If a student's bus is in the first wave, they should board the bus as quickly and safely as possible, following the instructions of the bus driver and maintaining their bubbles from the school day. If a

student's bus is in the second wave, students should wait in the designated space for their year group on the tennis courts, before being called by a member of staff to board their bus. If the weather is poor, students should use the Main Hall instead of the tennis courts. There should be no students waiting along the main drive.

Unless there are planned meetings in the school diary, all staff should leave the main site by 4.15pm to facilitate cleaning for the next day and to ensure that contact between the cleaning team and other members of staff is limited. Those staff wishing to remain in school and work should do so in the Staff Room/Workroom and reprographics room only.

7. Keeping occupied spaces well ventilated

It is important to ensure it is well-ventilated and a comfortable teaching environment is maintained. This is best achieved through natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space).

Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](#) and [CIBSE coronavirus \(COVID-19\) advice](#).

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures are used as appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)
- amending our school uniform to reflect colder temperatures
- rearranging furniture where possible to avoid direct drafts

We will monitor the temperature in classrooms and heating will be adjusted as necessary to ensure comfort levels are maintained particularly in occupied spaces.

8. Where necessary, wear appropriate personal protective equipment (PPE):

Face coverings are not classified as PPE. The majority of staff in school do 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 person becomes ill with COVID-19 symptoms while at school, and only then if a distance of 2 metres cannot be maintained;
- Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used;
- For first aid instances when social distancing cannot be maintained.

We follow the guidance on [safe working in education, childcare and children's social care](#) relating to how PPE should be used and what type of PPE to use. All staff who may need to wear PPE have been provided with training. We recognise that PPE is not a substitute for good hygiene practices and hand cleaning continues to be essential.

9. Promote and engage in asymptomatic testing:

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any COVID-19 symptoms. Staff and students are moving to a home testing model (for students, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once students have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.

We will offer students testing at our on-site Asymptomatic Testing Site (ATS) from 5 March. Testing and return of students will be phased during the week commencing 8 March to manage the number of students passing through the test site at any one time. We will offer 3 tests, 3 to 5 days apart to each student. Students will return to face-to-face education following their first negative test result. Students not undergoing testing should attend school in line with our phased return arrangements. Testing is voluntary; if consent is provided, students will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results.

Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible COVID-19 infection. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting. We will retain a small on-site ATS on site so we can offer testing to students who are unable or unwilling to test themselves at home.

Both students and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and students must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and students should also share their result, whether void, positive or negative, with the school to help with contact tracing.

Students aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 should be tested by an adult. Staff or students with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures.

RESPONSE TO INFECTION

10. Engage with the NHS Test and Trace process

Staff members, parents and carers will need to:

- book a test if they or their child has symptoms - the main symptoms are:
 - a high temperature
 - a new continuous cough
 - a loss or change to your sense of smell or taste
- self-isolate immediately and not come to school if:
 - they develop symptoms or they have been in close contact with someone who tests positive for COVID-19

- anyone in their household or support or childcare bubble develops symptoms of COVID-19
- they are required to do so having recently travelled from certain other countries
- they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation
- provide details of anyone they have been in close contact with, if they test positive for COVID-19 or if asked by NHS Test and Trace

Anyone who displays symptoms of COVID-19 can and should get a test. Tests can be booked online or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

We have a small number of home testing kits to give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.

Where a child displays symptoms of Covid-19 during the school day, they will be isolated in the Medical Room or Meeting Room 1 before being collected and taken home. Other students feeling unwell, or those injured, are housed in Meeting Room 2. We continue to ensure there is support available from a member of staff who is trained to provide first aid. We note the information from the Health & Safety Executive regarding an extension to the validity of first aid qualifications and have also provided our staff with access to an online refresher course.

All school community members are strongly encouraged to download and use the NHS Track and Trace app.

11. Manage confirmed cases of COVID-19 amongst the school community:

If we become aware that someone who has attended school has tested positive for COVID-19 we will contact our local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for COVID-19 attended the school – as identified by NHS Test and Trace:

Lincolnshire Health Protection Team
HealthProtectionTeam@Lincolnshire.gov.uk
 Tel: 01522 552993 Mon-Fri (8am-8pm), Sat-Sun (9am-5pm)

East Midlands Health Protection Team
 Public Health England
 Seaton House
 City Link
 Nottingham
 NG2 4LA
 Tel: 0344 2254 524 (option1)
 Out of hours advice: 0344 2254 524

We will work with the health protection team to 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.

The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we will 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 since they were last in close contact with that person when they were infectious.

Close contact means:

- face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre
- been within 1 metre for 1 minute or longer without face-to-face contact
- sexual contacts
- been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)

The health protection team will provide definitive advice on who must be sent home. To support this we will keep a record of students and staff in each group, and any close contact that takes place between children and staff in different groups.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#).

12. Contain any outbreak by following local health protection team advice:

We will work with their local health protection team who will be able to advise if additional action is required.

The student or staff member who tested positive for COVID-19 can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, they should stay at home and seek medical advice.

3. School Operations

Attendance

School attendance will be mandatory for all students from 8 March. This means from that point, the usual rules on school attendance have applied, including:

- Parents’ duty to secure their child’s attendance regularly at school where the child is a registered student at school and they are of compulsory school age;

- Schools' responsibilities to record attendance and follow up absence;
- The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

During the week commencing 8 March, students will be offered asymptomatic testing on site in secondary schools. Students who consent to testing will return to face-to-face education following their first negative test result. Students not undergoing testing should attend school from the date identified for their year group's return. Vulnerable children and children of critical workers can continue to attend school.

We have obtained information from parents about students which includes underlying health issues when a student joins our school; parents are encouraged to update us whenever circumstances change. We maintain a record of students with health concerns in order that we can provide appropriate support. We have reviewed the list of students with underlying conditions and have identified those where there may be an additional vulnerability to COVID-19 and our pastoral care team are alert to the needs of these individuals.

Whilst the majority of students have been able to return to school, we recognise that a small number of students may still be unable to attend in line with public health advice because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has COVID-19

Where children do not attend school as parents are following clinical and/or public health advice, absence is not be penalised. For students following advice from a clinician to shield, we will request from parents a copy of the shielding letter. Where a student is unable to attend school because they are complying with clinical and/or public health advice, we ensure they have access to remote learning.

We use SIMS for roll call at the start of the day and at the beginning of each taught lesson. We maintain records of absence, specifically where suspected COVID-19 symptoms are identified, in order to implement the Test and Trace system and monitor any absence trends enabling us to act promptly should a suspected outbreak occur.

School Workforce

The government expect that most staff will attend school, but where a role may be conducive to home working we will consider what is feasible and appropriate. All staff have been supported through individual risk assessments and are encouraged to continue dialogue with senior leaders should their circumstances change or any concerns arise. We continue to maintain records of absence, specifically where suspected COVID-19 symptoms are identified, in order to implement the Test and Trace system and monitor any absence trends enabling us to act promptly should a suspected outbreak occur.

All staff must follow the system of controls to minimise the risks of transmission.

Staff who are extremely clinically vulnerable

CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required). It

provides advice on what additional measures individuals in this group can take. We will talk with those staff about how they will be supported, including to work from home. We will continue to pay CEV staff on their usual terms.

Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.

Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated.

Staff who are clinically vulnerable

CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.

Staff who are pregnant

We will follow the specific guidance

(<https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees>) for pregnant employees because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.

Staff who may otherwise be at increased risk from COVID-19

Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this. For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place.

We will ensure an equitable approach to risk management for our workforce, recognising that staff may have a variety of baseline risks. Nationally, work continues to build understanding of what these baseline factors are and the increased risks they pose. Staff who live with those who may have comparatively increased risk from COVID-19 can attend the workplace where it is not possible to work from home.

Supply teachers and other temporary or peripatetic teachers

Where needed, we will continue to engage supply teachers and other supply staff. Supply staff and other temporary workers can move between schools, but we ensure we minimise the number of visitors to the school. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals are expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and students.

Volunteers

We will continue to use volunteers to support the work of the school, as would usually be the case, for example with COVID-19 testing. We will continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups will be kept to a minimum, and they must adhere to the system of controls in place.

Educational visits

Current advice is that there should be no educational visits at this time.

School Uniform

Our uniform expectations will be the normal school uniform (though students may wear short sleeved shirts and blouses if they wish), except on days when students have PE/Games. On these days students should come into school in QEGS PE/Games kit and will be allowed to wear any plain navy blue/black tracksuit bottom or plain navy blue/black leggings and a plain navy blue/black tracksuit top during the school day. In the advent of bad weather, students should bring spare QEGS kit to change into after their lesson.

Mobile Phones

Our normal protocols apply relating to the use of mobile phones by students during the school day.

Toilets

Different bubbles do not need to be allocated their own toilet blocks, but toilets are cleaned regularly and students must clean their hands thoroughly after using the toilet.

Water Fountains

We encourage students to bring a water bottle with sufficient water for the day or purchase a drink from the canteen at lunch. All water fountains in the school have been replaced in school so that they are contactless and suitable for refilling bottles, rather than the swan-neck style.

Fire Drills/Alarms

Our normal arrangements will remain in place regarding the closing of windows and doors and of having Fire Marshalls. Students will be escorted by their teacher to the field and line up in their Form Groups, whilst ensuring distancing between bubbles. Registers will be compared with those held at reception for a roll call by Form Tutors. Arrangements for fire drills/alarms are reviewed with staff during training days and with students as part of their first day in school.

Parents' Evenings

We have scheduled our normal programme of Parents' Evenings for the year, which are published as part of the school calendar. We are not anticipating holding any of these in school, to reduce the number of people on school site, but will be holding these using video conferencing.

Governance

The Local Governing Body will continue to meet at times indicated in the Trust's calendar for the year and have been structured to ensure they are able to meet their statutory duties in addition to the school's response to Coronavirus; these will continue to be held remotely. The Headteacher continues to meet frequently with the Chair and Vice-Chair of the Local Governing Body to discuss arrangements in place at the school; these are held remotely.

4. Curriculum, pastoral support and behaviour

Curriculum

Classroom Based Learning

Students in all year groups continue to access a broad and balanced curriculum. We do not anticipate a reduction in this breadth compared with other school years. Students will undertake a combination of new learning and a review of their remote learning. Our future curriculum planning for individual subjects continues to be informed by this assessment of students' starting points and building on their existing knowledge and skills, in particular making effective use of regular formative assessment.

Research conducted by the Education Endowment Foundation (EEF) strongly suggests that compensating for the negative impact of school closures on student learning will require a sustained response. It is highly unlikely that a single approach will be enough and we will consider how to align our approach to the use of Catch-Up Funding with Pupil Premium Funding and our broader school improvement priorities. Our approach will be rooted in research evidence so that we spend any funding effectively; we will make use of the research undertaken by the EEF.

We will continue to review when best to place summative assessments, such as internal examinations.

Music lessons

We recognise that there may be an additional risk of infection in environments where students are singing, chanting, playing wind or brass instruments. We have reduced this risk by selecting carefully which instruments are used within lessons and positioning students side-to-side or moving to a larger space. During lessons, we avoid the sharing of instruments, and ensure good ventilation. The smaller practice rooms adjacent to the music classroom are used with the door open and only one student at a time. Where instruments are used, we ensure that they are cleaned between use by different students using the wipes and disinfectants available.

Students continue to receive one-to-one music tuition, if requested and available. Where tuition is taught face to face by a peripatetic teacher; the teacher must ensure that there is a 2 metre distance between them and the student at all times and that instruments and stools are thoroughly cleaned between each lesson.

PE lessons

As with all lessons, students are expected to clean their hands before PE lessons; in addition, they will also need to clean their hands at the end of the lessons. All changing rooms have hand sanitiser stations.

We aim to keep our physical education curriculum as broad as possible whilst following the measures in the system of controls. Students should be kept in consistent groups, sports equipment will be thoroughly cleaned between each use by different individual groups.

Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying particular attention to cleaning and hygiene. Where they are available, we continue to make use of external facilities, such as

the AstroTurf, in line with government guidance for the use of, and travel to and from, those facilities. Provision for Sixth Form Games will be limited to activities on-site or where direct supervision can take place.

We will only deliver team sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted. All activities are risk assessed and this process makes use of advice from national bodies.

We are currently not planning any work with external coaches and fixtures with other schools have been cancelled for the near future. In school, sports clubs and activities will take place with reduced provision to ensure single bubble groupings.

We minimise use of all of our changing facilities and ensure that students remain within their bubbles on those occasions they are changing. It will be important that students remember their own PE kit as borrowing kit will be problematic. Any kit that is borrowed by a student will be washed in school immediately after use in school.

Students are not be able to use showers after their lesson.

Art lessons

We have adapted our schemes of learning to focus on work which does not require the sharing of resources, for example, pencil work or use of coloured pencils where students can bring their own from home. This is most likely to be effective in KS3; however at GCSE and A-Level, students need to use a greater variety of resources. We accommodate this by ensuring that where items, such as paint brushes, are used by a student they are left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Resistant Materials lessons

We have adapted our schemes of learning so that some practical work has been replaced with teacher demonstration of techniques or the nature of the materials changed so that work can be completed at desks as well as work benches. Where practical work is undertaken, if the class size is too large to maintain a 2 metre distance between students, plastic screens are employed to separate students working at benches. In addition, we employ a rota basis across a class so that students can work at workstations to maintain distance, with tools, safety goggles and surfaces cleaned meticulously between students.

Food & Nutrition Lessons

We have adapted our schemes of learning so that some practical work has been replaced with teacher demonstration of techniques or the nature of the tasks changed so that work can be completed at desks rather than workstations. Where practical work is undertaken, if the class size is too large to maintain a 2 metre distance between students, this is on a rota basis across a class so that students can work individually at workstations to maintain distance, with equipment and surfaces cleaned meticulously between students.

Drama lessons

Group sizes in Years 10-13 are small, so with some small changes to the schemes of learning, practical work is able to form part of the learning activities undertaken by students as distancing will be able to be maintained. For Y7-9, larger class size means that this is not be possible so lessons are taught in classrooms where students make use of recorded live performance to develop their understanding and knowledge.

Science lessons

We have adapted our schemes of learning so that some practical work will be replaced with teacher demonstration of experiments unless the group size is sufficiently small. Where practical work is undertaken, equipment and surfaces cleaned meticulously between students.

The Library

The library remains in use as a teaching room and, as with all classrooms, desks are arranged in rows, unnecessary furniture have been removed. Students are not allowed to handle books on the shelves; the front of bookshelves have been covered with clear plastic so that books spines are visible to students, but the books themselves cannot be touched. If a student wishes to borrow a book, the book will be collected by the Librarian for them. Books that have been borrowed are returned to the box at the bottom of the Library Stairs; this is emptied each day and the contents quarantined for 72 hours. If the box becomes full more quickly, the box will be emptied by a member of staff wearing gloves and the books quarantined in the Library. The Talking Newspaper project will not restart whilst the current measures are in place.

Remote Learning

The Trust's Remote Education Policy can be found at:

<https://www.horncastleeducationtrust.org/wp-content/uploads/Remote-Learning-Policy.pdf>

Remote education is an essential component in the delivery of our curriculum for some students who are unable to attend school. Plans have been developed on an individual basis for this. In the case of a local or national lockdown, we will ensure students educated at home are given the support they need to master the curriculum and make good progress.

We focus our remote teaching on the development of threshold knowledge we have identified in schemes of learning as requiring explicit instruction, supported by independent practice and learning activities. The quality of this instruction is paramount in improving students' understanding; we will therefore use approaches that students have indicated are most engaging and useful in a way that is efficient and ensures no replication of teacher workload.

Online lessons teaching threshold knowledge takes the format of spoken teacher instruction supported by a visual aid such as a PowerPoint or Word document. An identified member of staff in each subject area will plan and deliver these lessons, as well as prepare the independent learning resources to be completed by students between online lessons, for a particular year group or key stage. There is no expectation that online teaching will be live, but should be recorded and saved centrally for students.

Individual class teachers will continue to provide support for students in their own classes should this be needed as they complete the independent learning tasks.

Specific assessment tasks will be identified for each year group, with feedback provided to students by their class teacher. We will continue to use a wide range of different assessment techniques.

Pastoral support

We are used to supporting their students through the challenges that they face in life, though the current situation may amplify those situations. We appreciate that all students will need help and support; our provision of pastoral support for all students will be designed to:

- Support the development of friendships and social engagement;
- Address and equip students to respond to issues linked to COVID-19;
- Support students with approaches to improving their physical and mental wellbeing.

Our Form Tutor and Head of Year structure is pivotal to this work. We will provide focused pastoral support where issues are identified that individual students may need help with, drawing on external support where necessary and possible.

Our PSHE curriculum is delivered with a clear focus on ensuring that important topics missed during the previous academic year are covered, and with an emphasis on coping with change, healthy relationships and emotional well-being.

Counselling services are available (these may be need to be carried out remotely), and are provided for students and parents who are in need. We fully engage with external services to support students and their families. Additional signposting to services, such as Kooth.com, are visible on the school's website and displays around school. We continue to offer anonymous reporting of concerns through Whisper on the school website.

Where students or staff are affected by the loss of friends or family, we will follow our Bereavement Policy, and ensure support is provided. Counselling can be provided and additional services from Lincoln Grief & Loss Counselling can be arranged. Where a member of staff's health is affected, a referral to Occupational Health may be made

The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of students. The training provides practical examples to support staff and students within a school.

Staff can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a COVID-19 staff resilience hub with advice and tips for frontline staff.

Behaviour

Whilst attending school, students should follow the normal QEGS code of conduct. In addition, they must:

- Follow the rules for arriving at and leaving the school site;
- Observe the one way markers in corridors and maintain a 2 metre distance from all members of staff;
- Clean their hands on entering and leaving school, before and after eating and at other times when directed by staff;
- Avoid physical contact at all times – no hugs, shaking hands, etc.;
- Students should wipe resources when directed;
- Move to and from classrooms via an outside route if possible.

- At breaks & lunchtimes go outside to their designated area if the weather is good and go to their designated room if the weather is poor;
- Do not share belongings, including mobile phones, water bottles or food with others;
- Maintain a sensible approach in the toilets, maintaining distance from others, particularly those from another year group;
- In classrooms, sit in the designated chair at all times; students should not leave their seat. If they require assistance, they should put their hand up and ask;
- Keep their belongings with them at all times;
- Normal school rules relating to the use of mobile devices will apply;
- Whilst hand sanitiser will be available in school, students may wish, for their own peace of mind, to carry their own supply;
- When travelling to and from school by bus, observe all safety guidelines including sitting within their designated bubble, wearing a face covering and remaining seated throughout the journey;
- To reduce the risk of infection coming into school, students will be expected to observe government guidelines in relation to social distancing and gatherings of groups of people when not in school.

Any student who commits serious or persistent breach of our COVID-19 protection rules will be sanctioned using the full range of sanctions available.

Safeguarding

We will continue to have regard to the statutory safeguarding guidance - Keeping Children Safe in Education. As children return we are aware that designated safeguarding lead, deputy and Heads of Year may need more time to:

- support staff and students with new safeguarding and welfare concerns
- handle referrals to children's social care and other agencies where appropriate

The designated safeguarding lead will continue to co-ordinate with children's social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported.