

Further changes to practice in order to maintain educational provision during Covid-19 crisis:

Key priorities:

- Maintaining safety of both staff and students;
- **Enhancing and adapting protocols to maintain safety and enable a more normalised and augmented educational experience whilst maintaining the other key priorities (see Updated Risk Assessment Protocols (June));**
- Effectively minimising risks.

1. Governance and leadership: ensure that there is a comprehensive plan for increased numbers of learners attending and associated risk plan in place. The plan should be approved by the governing body and should also be endorsed by the Head of Health and Safety, Mick Groves.
 - 1.1. Establish a coronavirus governance and leadership group
 - 1.2. Regular communication with all essential external key contacts
 - 1.3. Clarity regarding named on site leadership for decision making, with a nominated individual each day – **N/A as SLT are on site full time**
 - 1.4. Record and monitor the costs of implementation of the plan for increased numbers of learners attending
2. Learners and learning: clarify the numbers of learners who will be returning, plan for their likely additional and/or enhanced well-being /pastoral support needs (eg counselling) and identify resources required
 - 2.1. Returning support available for vulnerable and/or disadvantaged learners, updating the safeguarding arrangements
 - 2.2. Put in place provision for the return of learners with special educational needs and disabilities (SEND)
 - 2.3. Consider how and where food can be available
 - 2.4. Communicate plans and behavioural expectations to learners (and carers/social workers/ guardians/ parents as appropriate) and review strategies to ensure these are adhered to, with appropriate responses to non-compliance
 - 2.5. Review of travel and transport arrangements
 - 2.6. N/A – for school boarding only
 - 2.7. Limit any congregation points
 - 2.8. Agree online learning offer / options for eligible learners who can't attend
 - 2.9. Attendance recording and monitoring processes are in place and capture as appropriate any learners absent due to coronavirus symptoms – **mandatory attendance; Y code WB 8th March**
 - 2.10. Consideration of policies on learners and staff attending school where they are living with people who fall into clinically vulnerable categories (i.e. risk of learners taking the virus home)
 - 2.11. Impact assessment on learners with protected characteristics
 - 2.12. Policies and approach to testing of learners for coronavirus
3. A safe environment including a requirement that people who are ill should stay at home; robust hand and respiratory hygiene; enhanced cleaning arrangements; active engagement with NHS Test and Trace; formal consideration of how to reduce contacts and maximise potential for contamination so far as is reasonably practicable – **new end of lessons procedure**
 - 3.1. Steps to ensure risks are minimised- enhanced hygiene care and limited movement: entry/exit points, corridor management, toilet use / cleaning, use of communal areas minimised, hand sanitisers in key places and classrooms, arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: for cases where a child or young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home
 - 3.2. Reconfigure timetabling, patterns of attendance and delivery methodology for any face to face delivery to facilitate **reduced student contacts within confined spaces**
 - 3.3. Update health and safety policy and conduct revised covid-19 specific risk assessments of areas particularly facilities / provision where physical contact is normally involved (e.g beauty therapy, sport). An amended fire and evacuation procedure needs to be in place
 - 3.4. Reconfiguring room and equipment layout to ensure social distancing – **ongoing with mitigating staff actions regarding enhanced protection within classrooms**
 - 3.5. Enhanced cleaning schedules and procedures for shared equipment/workshops
 - 3.6. Arrangements regarding PPE need to be put in place as appropriate
 - 3.7. Safety measures and priorities will be displayed/messed
 - 3.8. Suppliers and subcontractors (transport providers/grounds maintenance etc) are following appropriate social distancing and hygiene measures
 - 3.9. Appropriate planning in case someone falls ill on site/or becomes ill after having been on site
 - 3.10. Open study areas with appropriate modifications in place to provide for adequate social distancing



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- 3.11. Review planned capital / maintenance work to ensure essential works only take place and that safe working practices are being implemented by contractors
- 3.12. No unannounced external visitors, with planned visits from external visitors limited to those deemed essential by senior leaders
4. Staff: Agree any flexible working arrangements needed by staff
 - 4.1. New shielding advice
 - 4.2. Communicate plans and expectations to staff and arrange for training, pre briefing and support as appropriate
 - 4.3. Put in place measures to check on staff's wellbeing, including for leaders
 - 4.4. Consider revised travel and transport arrangements and advice for staff
 - 4.5. Confirm policy / approach to testing of staff for coronavirus - UPDATE
 - 4.6. Reconfiguration of staff offices where appropriate to conform with social distancing guidance
 - 4.7. Impact assessment on staff with protected characteristics - UPDATE
5. ~~Tiered response to local lockdown – no Tiers although 5.2 relevant to current situation~~
 - 5.1. ~~Tier 1 – school remains open despite restrictions~~ REMOVED
 - 5.2. Tier 2 – rota system limiting on-site attendance: ONLY 5.2d-g, 5.2i-k relevant
 - 5.3. ~~Tier 3 – limit attendance to vulnerable students, critical worker children and selected year groups (as directed by DfE)~~ restrictions REMOVED
 - 5.4. ~~Tier 4 – limit attendance to vulnerable students and critical worker children~~ restrictions REMOVED
6. Ensure face coverings are used in recommended circumstances – updated

New Guidance (February)

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school – contained in 3
2. Ensure face coverings are used in recommended circumstances – contained in 6
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual – contained in 3.1
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach – contained in 3.1f
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents – contained in 3.5
6. Consider how to minimise contact across the site and maintain social distancing wherever possible – contain in 3
7. Keep occupied spaces well ventilated – 3.1g update
8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary – included in 3.6 and Testing Centre Risk Assessment
9. Promote and engage in asymptomatic testing, where possible – see separate Testing Centre Risk Assessment
10. Promote and engage in NHS Track and Trace process- ongoing already engaged due to previous cases.
11. Manage and report confirmed cases of coronavirus amongst the school community- contained in 2.12 and 3.6
12. Contain any outbreak by following local health protection team advice – contained in 3.6

Updated Risk Assessment Protocols (June)

1. Movement of students inside school will be minimised through using 'closest exit' protocol
2. Use of staircases has been further rationalised to reduce congestion at busy periods
3. Students remain in class bubbles and year bubbles, where appropriate and possible
4. Staggered breaks remain, but there will be no break in which the whole school is out at the same time and breaks will be outside (or segregated in year groups during extremely wet weather)
5. Face masks will be encouraged when students are in corridors
6. Enhanced cleaning routines at the end of lessons
7. Queuing in the canteen will be segregated into year groups



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Reference No.	Objectives	Government Guidelines	School Context	Action & Monitoring Personnel Responsible	RA
1.1	Establish a coronavirus governance and leadership group		Governors continue to meet regularly to ratify all plans.	Headteacher Chair of Governors(CoG)	Corona-compliant
1.2	Regular communication with all essential external key contacts		NBS continue to monitor our most vulnerable students LA contacted regularly by Headteacher Site manager contacting companies regarding PPE equipment ensuring that we are COVID-secure and cleaning contracts Bus companies contacted regarding students coming back to school (Children's Services, social workers virtual school (LAC) Local protection team and PHE contacted regarding any coronavirus concerns Regular contact made with parents of feeder schools regarding transition and our plans/protocols	Headteacher Senior Leadership Team (SLT) Site Manager DSO (Designated Safeguarding Officer) Deputy DSO NBS (Need Bright Solutions) PLs (Progress Leaders) PMs (Pastoral Managers) Assistant head of transition/receptionist	Corona-compliant
1.3		N/A as SLT are now full time on site.			Corona-compliant
1.4	Record and monitor the costs of implementation of the plan for increased numbers of learners attending		Additional costs: photocopying, signage for face-to-face meetings (distancing on ground), additional cleaning costs monitored by finance department: workbooks including KS3 core, revision guides, PPE equipment, additional cleaning staff, additional signage for coronavirus, additional cleaning, deep cleaning where necessary, waste bins for each room, sanitisation stations, food vouchers, etc. Monitoring continues	Finance department Headteacher Site Manager	Corona-compliant
2.1	Returning support available for vulnerable and/or disadvantaged learners, updating the safeguarding arrangements	Minimising contact between individuals and maintaining social distancing wherever possible Curriculum, behaviour and pastoral support DSOs and deputies should be provided with more time, especially in the first few weeks of term	Continue: NBS, Deputy safeguarding officer, EWO, PMs, PLs and SENDCO communicate with these families regularly. Any students not attending will be contacted by pastoral staff. Attendance register will be taken as per government new coding. Any concerns regarding student wellbeing will be dealt with by pastoral and safeguarding staff. DSO and deputy focuses on new and existing safeguarding concerns conveyed via tutor times, referrals through CPOMS and Class Charts. Staff Handbook pgs 13-27	NBS, DSO, Deputy DSO, EWO (Education Welfare Officer), PMs, PLs and SENDCO	Corona-compliant



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<p>2.2</p>	<p>Put in place provision for the return of learners with special educational needs and disabilities (SEND)</p>	<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	<p>Transition – identify those students who struggle with change and provide a transition period which may include a phased return or days in to visit – evaluated by SEND department and coordinated by SENDCO</p> <p>Staff Handbook pg 27</p>	<p>NBS, DSO, Deputy DSO, EWO, PMs, PLs and SENDCO</p>	<p>Corona-compliant</p>
<p>2.3</p>	<p>Consider how and where food can be available</p>		<p>Kitchen will have been deep cleaned prior to this.</p> <p>All food will be consumed during break times, which are staggered and in designated areas of the school. Queues will be specific to year groups that are on break at the same time to minimise contact.</p> <p>We are moving to a system in which food will be prepaid for the week.</p> <p>Staff Handbook pg 35; Update pg 10</p>	<p>Headteacher Site Manager Head of Catering</p>	<p>TBC</p>
<p>2.4</p>	<p>Communicate plans and behavioural expectations to learners (and carers/social workers/ guardians/ parents as appropriate) and review strategies to ensure these are adhered to, with appropriate responses to non-compliance</p>	<p>Consider updating behaviour policies...particularly...when considering restrictions on movement within school and new hygiene rules.</p> <p>...setting clear, reasonable and proportionate expectations of pupil behaviour...</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p> <p>Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.</p>	<p>ParentMail draft sent to staff regarding student behaviour, start of term plans, new protocols (face coverings, resources, social distancing, registration, etc.)</p> <p>ParentMail regularly sent to parents/carers with updates on policy and protocol changes including but not limited to: face coverings, outdoor areas, uniform and mandatory attendance.</p> <p>Further contact made by PMs, PLs, SEND department, NBS, EWO and DSO for most vulnerable. SEND caseworkers, social workers and relevant outside agencies informed of changes.</p> <p>Risk assessments completed for students with EHCP (see 2.2)</p> <p>Contravention of behavioural expectations: school will follow a range of procedures, such as, conversation with SLT, isolation within school, contact parent/carer or sent home.</p> <p>Behaviour policy updated.</p> <p>Staff Handbook pgs 38-41</p>	<p>Headteacher SLT Pastoral staff Safeguarding staff</p>	<p>Corona-compliant</p>



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2.5	Review of travel and transport arrangements	<p>...require a partnership approach between local authorities, schools...</p> <p>...social distance...will not apply from the autumn term on dedicated transport.</p> <p>Use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles organised queuing and boarding where possible distancing within vehicles wherever possible the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</p>	<p>Contact made to transport companies to rationalise transport logistics All government guidance followed.</p> <p>Staff Handbook pg 33</p>	<p>SLT Pastoral staff Safeguarding staff</p>	covid-compliant
2.6	Relates to boarding schools only				N/A
2.7	Limit any congregation points	<p>Staggered breaktimes and lunchtimes</p> <p>Avoiding large gatherings</p> <p>Avoid creating busy corridors</p>	<p>Maintaining bubble areas: class bubbles, year group bubbles monitored with minimal contact between year groups at breaks and during movement time. Designated entry/exit points to school to reduce congestion</p> <p>no assemblies zoned recreation areas New queueing system at canteen separating year groups and enhancing supervision PMs and SLT to supervise any within bubble movement at changeover times. See 3.1b,c,e</p> <p>Staff Handbook pgs 13-15, 17-23; Update pgs 4-6</p>	<p>Site Manager SLT Yrs 10 and 12 pastoral and admin teams</p>	Corona-compliant



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<p>2.8</p>	<p>Agree online learning offer / options for eligible learners who can't attend</p>	<p>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> <p>Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.</p> <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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>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.</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.</p>	<p>Guidance given to students on ClassCharts and other virtual learning platforms during the phased return. This should increase engagement and start to eliminate each student's specific issues.</p> <p>From September, as directed by SLT, staff will familiarise themselves with Microsoft Teams as a possible option for delivering lessons.</p> <p>Continue to review and adapt our provision for online learning for students not attending.</p> <p>Messenger function enhancing communication on Class Charts.</p> <p>Continue to incorporate DfE and government funded online resources in our offer.</p> <p>Individuals and small groups will be contacted daily by their PMs and, if a bubble is self-isolating, then on ClassCharts, as before by the subject teachers.</p> <p>See Staff Handbook pg 38</p>	<p>SLT Admin Teaching staff IT Manager</p>	<p>Corona-compliant</p>
<p>2.9</p>	<p>Attendance recording and monitoring processes are in place and capture as appropriate any learners absent due to coronavirus symptoms</p>	<p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p> <p>Parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age.</p> <p>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.</p> <p>We are asking schools to work with families to secure regular school attendance from the start of term.</p>	<p>Attendance recorded on SIMS/ClassCharts</p> <p>Contact made by pastoral staff for all absence in order to track coronavirus cases.</p> <p>Return to system and protocols pre-lockdown regarding student absence including WAR</p> <p>See Staff Handbook pg33</p>	<p>SLT Pastoral staff Admin staff</p>	<p>Corona-compliant</p>



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<p>2.10</p>	<p>Consideration of policies on learners and staff attending school where they are living with people who fall into clinically vulnerable categories (i.e. risk of learners taking the virus home)</p>	<p>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p> <p>You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.</p> <p>During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.</p> <p>You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.</p>	<p>HR emails sent to all staff with all relevant updated government guidance. Any staff with a medical note from doctor or clinician will not be required to attend. Equally, a member of staff wishing to attend who has a letter stating that they must remain at home must supply a counter medical letter.</p> <p>Students not attending will be correctly coded based on new government guidance. We will monitor government advice and update. Y code and X code used as per guidance to differentiate between school staggered return and those who are isolating.</p> <p>Parents will be given information about our plans and procedures which will inform their decision based on their individual circumstances.</p> <p>See 4.1</p> <p>See Staff Handbook pgs 34-35</p>	<p>SLT</p>	<p>Corona-compliant</p>
<p>2.11</p>	<p>Impact assessment on learners with protected characteristics</p>		<p>Class Charts inc. wellbeing/SAM Learning/GCSE Pod analysis informing regular communication with parents/carers/students from pastoral staff and SEND department</p>	<p>SLT Pastoral staff Admin staff SEND department</p>	<p>Corona-compliant</p>



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<p>2.12</p>	<p>Policies and approach to monitoring of learners for coronavirus</p>	<p>A requirement that people who are ill should stay at home</p> <p>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.</p> <p>The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.</p> <p>Secondary schools should offer pupils testing at an on-site ATS from 8 March. Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart.</p> <p>You have the flexibility to consider how best to deliver testing on a phased basis from 8 March, depending on your circumstances and local arrangements, but you should prioritise vulnerable children and children of critical workers, and year groups 10 to 13.</p> <p>Pupils should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Schools will have</p>	<p>If learners/staff are feeling unwell, they will be offered the use of contactless thermometers.</p> <p>Parents/Carers of students with symptoms are contacted and students remain in a designated room until being picked up.</p> <p>We will continue to follow updated government advice – this will be regularly communicated to parents/carers. Students and staff in a bubble that has a potential case of coronavirus will leave the site and self-isolate for 10 days. Staff will go to be tested as keyworkers.</p> <p>Any additional member of staff may be required to take a test and follow government guidelines.</p> <p>Headteacher will review this on a case-by-case basis.</p> <p>Pastoral staff will track attendance and any cases on SIMS.</p> <p>Communicated through ParentMail to whole school community with warning that students who present symptoms will require picking up immediately. All incidents where a child presents symptoms will be considered genuine as we will not be able to test the student. The student will then be required to take a test before returning to school and we will follow Track and Trace guidelines.</p> <p>There will be the facility to log suspected cases on Class Charts in order to track isolation time, etc.</p> <p>LFT has been operating with keyworker students since January. New registration arrangements and the configuration of the Testing Centre have been modelled in preparation for whole school return with a realistic timeframe in place.</p> <p>LFTs are now taking place at home with all students and staff having received sufficient tests to test at home twice a week</p> <p>See Staff Handbook pgs 6, 8, 9, 28-32</p>		<p>Corona-compliant</p>
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		<p>discretion on how to test students over that week as they return to the classroom.</p> <p>Testing is voluntary. If consent is provided, pupils will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results.</p> <p>Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus 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.</p>			
<p>3.1a</p> <p>3.1f</p>	<p>Steps to ensure risks are minimised- enhanced hygiene care and limited movement: entry/exit points</p> <p>Hand sanitisers in key places and classrooms</p>	<p>Robust hand and respiratory hygiene:</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p>	<p>See 2.7</p> <p>In addition to 2.7, each classroom used will have hygiene equipment.</p> <p>Students will hand sanitise at several points during their time here.</p> <p>Limited movement time</p> <p>A table/station by the bin in each room which is close to the door and allows the teacher to keep a distance. If a student needs a tissue, they request permission, get up, use one, bin it and sanitise their hands before returning to their desk.</p> <p>Increased cleaning procedure/routine at the end of lessons</p> <p>Update pgs 3, 11</p>	<p>Site Manager</p> <p>Headteacher</p> <p>SLT</p>	<p>corona-compliant</p>



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<p>3.1b</p> <p>3.1e</p>	<p>Corridor management</p> <p>Use of communal areas minimised</p>	<p>formal consideration of how to reduce contacts and maximise distancing...so far as is reasonably practicable</p> <p>Staggered starts...to keep groups apart as they arrive and leave</p> <p>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Formal consideration of how to reduce contacts and maximise potential for contamination so far as is reasonably practicable</p> <p>Playground areas zoned for each year group bubble</p> <p>UPDATED</p>	<p>New system to reduce movement within the school but enable student movement between classrooms</p> <p>Breaks will be staggered to reduce year group interaction</p> <p>Breaks will be outside unless weather is extremely poor</p> <p>Bubbles will be monitored by PMs/PLs/SLT throughout their time in lessons and by SLT and admin staff during break.</p> <p>Pastoral staff will be on corridors within their year group bubbles to ensure social distancing is adhered to</p> <p>No assemblies currently</p> <p>Classes will remain as a 'class bubble'; contact between year groups will be minimal and queuing will be segregated at the canteen</p> <p>Update 4, 10</p>	<p>Site Manager Headteacher SLT</p>	<p>Corona-compliant</p>
<p>3.1d</p>	<p>Toilet use / cleaning</p>	<p>Enhanced cleaning arrangements</p>	<p>Increased toilet cleaning throughout the day</p> <p>Only a number of sinks will be used to enable social distancing.</p> <p>Cleaners and toilet attendant will be on site during the day cleaning door handles, hand rails etc. The site will be cleaned as usual during the evening for the following day. There will also be an increase in cleaning frequency in higher use areas.</p> <p>Staff Handbook pgs 12, 26</p>	<p>SLT Site Manager</p>	<p>Corona-compliant</p>



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<p>3.1g</p>	<p>Arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: for cases where a child or young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p>	<p>All schools must follow this process and ensure all staff are aware of it:</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p>	<p>PPE equipment has been purchased:</p> <p>School will have disposable type 2 R face masks available for all to use on arrival. However, guidance suggests that this is not necessary, so will remain optional.</p> <p>Disposable gloves will also be available for all to use but, again, are optional; Screens in reception areas.</p> <p>Guidance being followed in all classrooms with all staff checking the room ventilation before entering and on exit, thus ensuring that ventilation is optimum for each teaching room.</p>	<p>Headteacher SLT Site Manager</p>
<p>3.1h</p>	<p>Increased ventilation in classrooms</p>	<p>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). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	<p>The Oyler Room as an isolation room, taken by DRT in PPE. Student remains in the room to await parent/carer; DRT remains outside the window to reassure student and to meet parent/carer. The student will then leave via the entrance at the side of the room (between R03 and main reception). SLT remain with the class.</p>	
<p>3.6</p>	<p>Arrangements regarding PPE need to be put in place as appropriate</p>	<p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if</p>		



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<p>3.9</p>	<p>Appropriate planning in case someone falls ill on site/or becomes ill after having been on site.</p>	<p>required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <p>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 must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>	<p>More than one case at a time: we will use Garton Archive, V21, EAL Office.</p> <p>We will continue to follow updated government guidelines.</p> <p>If staff are ill, they will contact SLT and be escorted from the building.</p> <p>The designated bathroom is the disabled toilet outside main reception. If used, it will be cleaned and disinfected by on-site cleaning staff.</p> <p>Government guidance will be followed as protocol for the school.</p> <p>As soon as we are informed of a positive result from a member of our community, we will contact PHE and local health protection team and follow all of their advice.¹ They will tell us who needs to self-isolate and we will ensure that that advice is followed. Those who self-isolate would then need to book a test if they started to show symptoms at any point in their 10-day isolation. If this test is positive, they must inform school immediately. If this test is negative, they must still complete their 10-day isolation period as they may still develop symptoms given that they have been in close contact with someone who has tested positive.</p> <p>See Staff Handbook pgs 6-9, 28</p>		
<p>3.2</p>	<p>Reconfigure timetabling, patterns of attendance and delivery methodology for any face to face delivery to facilitate: small group sizes reduced student movement around campus reduced contacts overall</p>	<p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>	<p>See 2.3, 2.7, 2.12,3.1a-e</p> <p>Staff Handbook pgs 14-27, 45; Update pgs 4-6 ,9-11</p>		<p>TBC</p>



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<p>3.3</p>	<p>Update health and safety policy and conduct revised Covid-19 specific risk assessments of areas particularly facilities / provision where physical contact is normally involved (e.g beauty therapy, sport). An amended fire and evacuation procedure needs to be in place.</p>	<p>no speaking and listening assessments for examinations 2021</p> <p>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p>	<p>For all Science experiments, the guidance from CLEAPSS will be followed including, where possible, the doubling up of precautions. The following bullet point list is an overview of the precautions that will be taken:</p> <ul style="list-style-type: none"> • Students will work in the same bubbles throughout and at the same stations; • Experiments will not extend beyond 24hrs; • All equipment will be cleaned after the experiment and then quarantined for 72 hours (using both mitigating techniques from CLEAPSS); • Layout of the room will enable social distancing (14 maximum including staff); • Demonstrations will take place from the front of the room behind the teacher's desk. <p>All other procedures concerning face masks and hand washing will continue as per Staff Handbook.</p> <p>Drama students will work within their own class and year group bubbles with end of lesson cleaning routines in place.</p> <p>Peripatetic lessons are currently not running.</p> <p>Guidance taken:</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.sportengland.org/how-we-can-help/coronavirus</p> <p>Staff Handbook pgs 20, 30</p>	<p>SLT Relevant HODs</p>	<p>Corona-compliant</p>
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3.4	Reconfiguring room and equipment layout to ensure social distancing		<p>See 2.7 and 3.1e.</p> <p>Social distancing between staff and students set up with new classroom protocol:</p> <p>Staff stand at the front of the class to deliver; whenever they go to support within the 'class' area, they will use masks.</p> <p>Throughout the lesson time, students will be required to stay behind the cordoned off area at the front of the room, thus, maintaining social distancing between staff and students.</p> <p>See Staff Handbook pgs 13-27; Update pgs 7, 12</p>	Site Manager SLT	Corona-compliant
3.5	Enhanced cleaning schedules and procedures for shared equipment/workshops	<p>introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be 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.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly along with frequently touched surfaces</p>	<p>See 3.1d and 3.1e.</p> <p>Communicated to parents/carers the importance of students bringing their own equipment.</p> <p>Spare equipment only to be given in an emergency and then whilst maintaining social distancing.</p> <p>Staff Handbook pgs 12, 24, 25,</p>	Site Manager SLT	Corona-compliant
3.7	Safety measures and priorities will be displayed/messaged		Additional signage for coronavirus in place.	Site Manager SLT	Corona-compliant



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3.8	Suppliers and subcontractors (transport providers/grounds maintenance etc) are following appropriate social distancing and hygiene measures	<p>...how pupils are grouped together on transport...</p> <p>...use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles...</p> <p>...organised queuing and boarding where possible...</p> <p>...distancing within vehicles wherever possible...</p> <p>...the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet...</p>	<p>See 2.5 Site Manager to oversee social distancing and hygiene of all contracted work.</p> <p>Transport to and from school for meetings to be organised by parents – with school contacting bus and taxi companies where necessary. Transport companies will supply their own distancing procedures. Staff will meet and greet on arrival to supervise social distancing and this will be repeated on leaving. If students/parents/carers cannot attend, an alternative appointment can then be arranged or new method of communication, adapting to government guidelines.</p> <p>Communication with transport companies a priority for establishing grouping and distancing.</p> <p>See Staff Handbook pg 27</p>	Headteacher Site Manager Pastoral staff	Corona-compliant
3.10	Open study areas with appropriate modifications in place to provide for adequate social distancing	...the emphasis...for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.	Marker across the floor to denote separate areas for teachers and students when lesson commences.	Site Manager SLT All staff	Corona-compliant
3.11	Review planned capital / maintenance work to ensure essential works only take place and that safe working practices are being implemented by contractors		Site Manager will prioritise essential work ensuring social distancing guidelines are enforced.	Headteacher Site Manager	Corona-compliant
3.12	No unannounced external visitors, with planned visits from external visitors limited to those deemed essential by senior leaders	<p>...guidance on physical distancing and hygiene is explained to visitors on or before arrival.</p> <p>Where visits can happen outside of school hours, they should.</p> <p>A record should be kept of all visitors.</p>	<p>No entry without appointment except for deliveries.</p> <p>Any parents/students will be met in main reception where there is a screen, hand sanitiser and thermometer.</p> <p>Visitors to site will be limited. Those that can come out of school hours should. We are investigating a new digital signing in system for reception, but in the least, our current system will be replaced by a confidential duplicate booklet so that contact details of all visitors can be recorded to support NHS Test and Trace.</p> <p>Site Manager and/or reception staff will explain the guidance prior to entering the school. Otherwise, this will be explained on entering the site and signing in.</p> <p>See Staff Handbook pg 27</p>	Headteacher Site Manager SLT Reception staff	Corona-compliant



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4.1	Shielding advice updated	<p>The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.</p> <p>You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place</p>	<p>Shielding advice update will be communicated to parents/carers via ParentMail</p> <p>See Staff Handbook pgs 33-34</p>	SLT HR	Corona-compliant
4.2	Communicate plans and expectations to staff and arrange for training, pre briefing and support as appropriate.		See Staff Handbook September 2020 and Update June 2021	SLT	Corona-compliant
4.3	Put in place measures to check on staff wellbeing, including for leaders	All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation.	<p>Normal meeting schedules will resume with an increased awareness of staff wellbeing.</p> <p>HoDs and Line Managers will check on wellbeing regularly via email, Teams, phone calls, etc.</p> <p>SLT will continue to check on wellbeing of all staff for their regular attendance.</p> <p>See Staff Handbook pg 4</p>	SLT	Corona-compliant
4.4	Consider revised travel and transport arrangements and advice for staff		See Staff Handbook pgs 20-21	Monitored by SLT	Corona-compliant
4.5	Confirm policy / approach to monitoring of staff for coronavirus		<p>If staff test positive using the on-site LFT, they will leave the premises and self-isolate.</p> <p>If staff test positive at home using the home test kit, they will log the result and then contact the schools that we are aware and can arrange cover.</p> <p>If staff are ill whilst in school, they will contact SLT and leave the building and a test will be requested.</p> <p>Although not required within the guidance, contactless thermometers will be available on site in Main Reception.</p> <p>See Staff Handbook pgs 8-9</p>	Headteacher SLT Site Manager	Corona-compliant



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4.6	Reconfiguration of staff offices where appropriate to conform with social distancing guidance		HODs to lead on this and to allocate a suitable room if necessary. Meetings to be held in larger venues for larger departments – Library will be set up for this. This should be ongoing from Phase 1.	Site Manager HODs	TBC
4.7	Impact assessment on staff with protected characteristics	<p>You will need to follow the specific guidance for pregnant employees... We recommend that schools follow the same principles for pregnant students, in line with their wider health and safety obligations.</p> <p>The following recommendations apply for women less than 28 weeks pregnant with no underlying health conditions that place them at a greater risk of severe illness from coronavirus (COVID-19)</p> <p>You must first have a workplace risk assessment with your employer and occupational health team.</p> <p>Then, you should only continue working if the risk assessment advises that it is safe to do so.</p>	<p>See 4.2 and 4.3 Also, refer to HR and potential for OH support.</p> <p>All pregnant staff can attend school following the Staff Handbook guidance, guidance from her midwife and, where necessary, further guidance from our HR Chris Sibley.</p> <p>Current bubble grouping, reduction in student movement around school, increased hygiene procedures, etc. mitigate against contracting covid.</p> <p>The guidance and mitigating measures here are informed by the government recommendations and the current information from RCoG:</p> <p>https://www.rcog.org.uk/globalassets/documents/guidelines/2021-02-19-coronavirus-covid-19-infection-in-pregnancy-v13.pdf</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</p> <p>See Staff Handbook pg 34-36</p>	SLT HR	Corona-compliant
5.2d	Mitigating against transmission when at home	It is important that pupils continue to adhere to public health advice while they are scheduled to be at home...During time at home, parents and carers should still inform the school as soon as possible if a pupil tests positive for coronavirus (COVID-19).	<ul style="list-style-type: none"> • Pastoral staff will monitor attendance; • Pastoral staff/deputy safeguarding officer/EWO will contact families and monitor cases for their year groups; • Particular care will be taken over the period that self-isolating students need to be away from school; • Pastoral staff/deputy safeguarding officer/EWO will actively monitor families who are awaiting test results for coronavirus; • If there are any positive cases, we will contact the local health protection team for advice on implications for the school and if others need to self-isolate, giving them the required information including how long it has been since the student was on site. 	SLT PMS PLs EWO Deputy safeguarding officer	Corona-compliant
5.2e	Educate students in terms of the measures and guidance nationally and locally	Schools should support pupils to understand and adhere to wider local restrictions and guidance issued by the relevant director of public health or local authority in order to protect themselves and others from coronavirus (COVID-19).	<ul style="list-style-type: none"> • Students will have relevant updates during tutor time; • Students and their families will receive ParentMail communication to keep them informed. 	SLT	TBC
5.2f	Ensure that vulnerable students attend as regularly as possible	All instances of non-attendance from vulnerable children and young people should be followed up by the school.	<ul style="list-style-type: none"> • Normal protocols and communication with families and agencies are adhered to; • Attendance is monitored stringently at a granular level; • SENDCo liaises with pastoral staff to support communication with families. 	PMS EWO Deputy safeguarding officer SENDCo	TBC



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5.2g	Effective communication with the families of vulnerable students and critical worker children to encourage and legislate parental choice for attendance	If the parent/carer of a vulnerable child or a critical worker who is a parent/carer wishes for their child to be absent from school during their rota group's scheduled time at home, and the above measures have been followed in conjunction with the local authority and social worker (where applicable), the parent should let the school know in advance that they are making an application for a leave of absence. Schools should grant this leave of absence. It should only be granted for the weeks their rota group is scheduled to be at home.	Information is sent via ParentMail and, if appropriate, via a telephone call. Pastoral teams ensure that any parent/carer of a vulnerable student know: <ul style="list-style-type: none"> to make an application in advance for a leave of absence; that the leave of absence will be granted; that the leave of absence can only be granted for the weeks that their rota group are at home. 	PMS EWO Deputy safeguarding officer SENDCo	Corona-compliant
5.2i	When teaching pupils remotely, we will consider what material is most appropriate for on-site and remote education.	<ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school; teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject; gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work; enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. 	Director of Remote Learning has been employed to co-ordinate and quality assure all remote learning. Regular line management meetings with a designated member of SLT will ensure that remote learning is fit for purpose. Staff Handbook pg 38	SLT Director of Remote Learning	TBC
5.2j	FSM students receive meals regularly	Where children on benefits-related free school meals are not attending on-site during scheduled time at home, schools should continue to provide free school meals. They should work with suppliers to prepare meals or food parcels to be collected by, or delivered to, eligible children during their time at home. Any parcels should be distributed in line with guidance on social distancing and local restrictions and should meet the school food standards.	Free Food Service to be implemented	SLT Finance Manager Canteen manager	TBC
5.2k	Workforce safety	Teachers and staff can operate across the different... 'bubbles'. Schools should support staff to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and where this is not possible avoiding close face to face contact and minimising time spent within 1 metre of others	Previous measures mean that we are already compliant: see 4. and Staff Handbook	SLT HR	



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6	<p>Face Coverings</p> <p>Reduce transmission using face coverings</p>	<ul style="list-style-type: none"> use of face coverings in classrooms for secondary age pupils and staff <p>You must always:</p> <p>Ensure face coverings are used in recommended circumstances.</p> <p>We now also recommend in those schools, that 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, for example in PE lessons.</p> <p>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>Exemptions</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties 	<p>Face coverings are to be worn around school by all members of the school community – staff and students – unless exempt. All students who are exempt will wear a badge showing this. Parents/carers will be informed by ParentMail. ClassCharts will be used to monitor non-compliance. The Staff Handbook is updated to explain procedures regarding face masks.</p> <p>We will continue to follow government guidance on face coverings.</p>	<p>SLT Pastoral Teams</p>	
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		<ul style="list-style-type: none"> • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p> <p>Access to face coverings</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p>Safe wearing and removal of face coverings</p> <p>You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p>			
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		<ul style="list-style-type: none"> not touch the front of their face covering during use or when removing it dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) place reusable face coverings in a plastic bag they can take home with them <p>wash their hands again before heading to their classroom</p>	<p>Staff Handbook pg 9; For current update regarding face coverings see Update pg 12</p>		
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Guidance Index:

<https://www.gov.uk/coronavirus> (general)

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings> (education setting)

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version> (shielding and protecting)

<https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk-from-coronavirus/whos-at-higher-risk-from-coronavirus/> (risk categories)

<https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe> (PPE)

<https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm> (HSE guidance related to COVID-19 and face-fit testing)

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people> (distancing – clinically vulnerable)

<https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk-from-coronavirus/whos-at-higher-risk-from-coronavirus/> (NHS higher risk categories)

<https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/> (NHS guidelines someone in household with symptoms)

<https://www.nhs.uk/conditions/coronavirus-covid-19/> (NHS symptoms)

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> (Govt. stay at home guidance)

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings> (Govt. guidance on cleaning and waste management)

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf> (equipment use particularly pertaining to PE)

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>(equipment use particularly pertaining to PE)

<https://www.sportengland.org/how-we-can-help/coronavirus>(equipment use particularly pertaining to PE)



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Further Guidance from 1st September:

- <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions> (Tier 2 implementation)
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> (school opening September 1st)
- <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education> (face coverings)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision> (critical workers education access)
- <https://www.gov.uk/government/publications/school-attendance> (attendance codes)
- <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions#workforce> (workforce)

Further Guidance from 5th November:

- <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education> (face coverings in education)

Further Guidance (with updates) from February 2021 - all operational matters regarding return to school 8th March which supersedes previous guidance:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf (all operational matters regarding return to school 8th March)
- <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19infectionsinthecommunityinengland/characteristicsofpeopletestingpositiveforcovid19inengland22february2021> (data coronavirus and teaching staff)
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment> (health and safety risk assessment)
- <https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive> (travel)
- <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection> (guidance for homes with possible covid cases)
- <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> (safe working conditions)
- <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/factories-plants-and-warehouses#factories-5-5> (cleaning and safe working settings)
- <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested> (getting a test)
- <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings> (cleaning in non-health care settings)
- <https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own> (face coverings - general)
- <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings> (face covering – exemptions)
- <https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020#part-b-guidance-for-dedicated-transport-to-schools-and-other-places-of-education-for-the-2020-to-2021-academic-year> (travel to and from school)
- <https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm> (ventilation)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf (school attendance - general)
- <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year> (school attendance - covid specific)
- <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> (school attendance - how to improve)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf (remote education)
- https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?utm_source=remote_education (safeguarding and remote education)
- <https://get-help-with-remote-education.education.gov.uk/send> (remote education support)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people> (definition of vulnerable)
- <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> (CEV and shielding)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees> (pregnant staff)
- <https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding> (pregnant staff - childbearing age, pregnant, breastfeeding)
- <https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/> (RCOG pregnancy advice)
- <https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/> (staff at higher risk)
- <https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm> (first aid)
- <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> (Equality Act)
- <https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers> (mental health)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/909607/LA_Grant_Determination_Letter.pdf (return to school staff/student wellbeing grant)
- <https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19> (school meals)
- <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools> (school meals)



Lincoln Christ's Hospital School COVID-19 Action Plan

- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak> (extra-curricular organisations)
- <https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak> (extra-curricular organisations - parental advice)
- <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts> (performing arts)
- <https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events> (sports provision - requires further update)
- <https://www.swimming.org/swimengland/pool-return-guidance-documents/> (opening school pools from July)
- https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf (EEF guidance)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-2020-to-2021> (school accountability)

Critical Workers List:

- 1. Health and social care:** this includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.
- 2. Education and childcare:** childcare, support and teaching staff, social workers, specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach.
- 3. Key public services:** this includes those essential to the running of the justice system, religious staff, charities and workers delivering key frontline services, those responsible for the management of the deceased, journalists and broadcasters who are providing public service broadcasting.
- 4. Local and national government:** this only includes those administrative occupations essential to the effective delivery of the coronavirus (COVID-19) response or delivering essential public services, such as the payment of benefits, including in government agencies and arms length bodies.
- 5. Food and other necessary goods:** this includes those involved in food production/processing/distribution/sale and delivery as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines).
- 6. Public safety and national security:** this includes police and support staff, Ministry of Defence civilians, contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak), fire and rescue service employees (including support staff), National Crime Agency staff, those maintaining border security, prison and probation staff and other national security roles, including those overseas.
- 7. Transport:** this includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response, including those working on transport systems through which supply chains pass.
- 8. Utilities, communication and financial services:** this includes staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure); the oil, gas, electricity and water sectors (including sewerage); information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response; key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services); postal services and delivery; payments providers; waste disposal sectors.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers, those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) and others at the school's and local authority's discretion.