

## COVID Contingency Plan (outbreak management)

### Roles and Responsibilities:

The Headteacher & Deputy Head will oversee the implementation of any measures.

In the absence of the HT & DH, the Assistant Head will take responsibility with the support of the Y5/6 Phase Leader.

The Chair of Governors will be involved in any decision to close the school if the leadership capacity is reduced to an unsafe level.

### When and How to seek Public Health Advice:

For most education and childcare settings, whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern.

Employers should call the Self-Isolation Service Hub on 020 3743 6715 as soon as they are made aware that any of their workers have tested positive. If cases amongst staff mean a setting meets the threshold, described above, employers will need to provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts. This will ensure that all workplace contacts are registered with NHS Test and Trace and can receive the necessary public health advice, including the support available to help people to self-isolate.

### What Public Health might ask to be put in place and the impact of such actions:

Possible control measure	Actions to put it into place quickly	How will children continue to receive high-quality education?	Communication to children, parents and staff
Increased Testing	Ask staff to do daily lateral flow tests, ask parents to do lateral flow tests	No impact.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary.
Wearing face coverings	Provide disposable face coverings in known areas in school. Ask staff to wear face coverings in certain areas of school, eg, communal areas and possibly in classrooms. Parents may be asked to wear face coverings when dropping-off or collecting children.	No impact.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary.

Shielding	In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding can only be reintroduced by national government.	The use of Google Classroom for remote education. All children, parents and staff have access to this.	Those required to shield will be contacted by phone or in person if necessary.
Education visits or visitors to school	These may have to be postponed for certain groups or the whole school.	Alternative activities provided in school or explore the option of doing it virtually.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary. Communicate with outside agencies via phone or email.
Events where parents may visit school	Postpone, cancel or amend events such as parents' evenings, workshops, open sessions.	Offer virtual alternatives if possible. If not, then provide written details.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary.
Restricting attendance	individuals, groups, cohorts or larger groups may be told to stay at home. In all circumstances, priority should continue to be given to vulnerable children and children of critical workers to attend to their normal timetables.	Google Classroom will be used to offer a full timetable of lessons (as per the previous lockdown). School staff will monitor children's use of this and contact parents if needed. Children are not expected to complete remote education tasks if they are not well enough to do so.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary.
Staff working remotely	If restrictions on child, pupil and student attendance are ever needed, leaders of childcare and education settings will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.	Staff have access to Google Classroom and experience using it. Support using Google Classroom is also available to support staff at home if needed. Adult year group teams can work together, and possibly phases or key stages if necessary, to support staff with providing remote education if they are too unwell to work.	Communicate with staff via ping and email, or phone or in person if necessary.
Issues relating to safeguarding	If restrictions on child attendance are ever needed, leaders are best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely. It is expected that schools have a trained DSL (or deputy) available	No impact.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary.

	<p>on site. However, if this is not possible there are two options to consider:</p> <ul style="list-style-type: none"><li>• a trained DSL (or deputy) to be available to be contacted via phone or online video, for example working from home</li><li>• sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video).</li></ul> <p>Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</p> <p>Where vulnerable children and young people are absent, education settings should:</p> <ul style="list-style-type: none"><li>• follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns</li><li>• encourage the child to attend educational provision, working with the local authority and social worker (where applicable), particularly where the social worker and the Virtual School Head (where applicable) agrees that the child or young person's attendance would be appropriate</li><li>• focus the discussions on the welfare of the child and ensuring that the child is able to access appropriate education and support while they are at home</li><li>• have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so</li></ul> <p>If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.</p>		
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School meals	Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria. Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms or a positive test result themselves.	No impact.	Communicate with staff via ping and email, or phone or in person if necessary. Communicate with parents via Ping, or phone if necessary. Communicate with outside agencies via phone or email.
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What might 'Close Mixing' include?

- a class or whole year group
- a friendship group mixing at break times
- a sports team
- a group in an after-school activity
- a friendship group who often play together

staff and children taking part in the same activity session together