

# COVID-19 BARTONS PRIMARY SCHOOL CONTINGENCY AND OUTBREAK MANAGEMENT PLAN

**Date:** 1/9/21

## Summary

The contingency framework (DfE: Contingency framework: education and childcare settings - 08/2021) describes the principles of managing local outbreaks of Coronavirus (COVID-19) (including responding to variants of concern) in education and childcare settings, covering:

- the types of measures that settings should be prepared for
- who can recommend these measures and where
- when measures should be lifted
- how decisions are made

Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described here in individual education and childcare settings as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will take decisions on an area-by-area basis.

## Introduction

The Government has made it a national priority that education and childcare settings should continue to operate as normally as possible during the COVID-19 pandemic. Measures affecting education and childcare may be necessary in some circumstances, for example:

- to help manage a COVID-19 outbreak within a setting
- as part of a package of measures responding to a Variant of Concern (VoC) or to extremely high prevalence of COVID-19 in the community
- to prevent unsustainable pressure on the NHS

## Purpose

This Contingency Plan describes what we would do if children, pupils or staff test positive for COVID-19, or how we would operate if we were advised to reintroduce any measures described in this document to help break chains of transmission.

## PRINCIPLES

### Prioritising education

The overarching objective is to maximise the number of children and young people in face-to face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk. The impacts of having missed face-to-face education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks. Decision-makers should endeavour to keep any measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible. Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so. Measures affecting education and childcare settings across an area should not be considered in isolation, but as part of a broader package of measures. Attendance restrictions should only ever be considered as a last resort. The Government will try to give as much notice as possible of any changes to the way settings should operate.

### Collaboration

Multi-agency collaboration and communication is important in ensuring consistency in approach across England wherever issues occur, so that no group of children, pupils or students is unfairly disadvantaged. Local authorities, DsPH and DfE's regional schools commissioners (RSCs) should maintain close working relationships through their regional partnership teams (RPTs). These teams are made up of:

- PHE regional directors
- Contain regional convenors
- Joint Biosecurity Centre (JBC) regional leads

Where decisions about measures in education and childcare settings are made at a national level, DfE will work with the Department of Health and Social Care (DHSC), JBC, NHS Test and Trace, the Chief Medical Officer, PHE and other government departments, as well as relevant local authorities and DsPH. The Government will review the available evidence and take into account the judgement of public health professionals.

### Roles and Responsibilities

Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings. Local authorities, DsPH and HPTs can work with their regional partnership teams (RPTs) to escalate issues from the local level into the central Local Action Committee command structure. RPTs support local areas in managing outbreaks and provide advice and insights from across the country to the Chief Medical Officer and the Secretary of State for Health and Social Care to inform decision making. Through the Local Action Committee command structure, ministers consider and take decisions on measures on an area-by-area basis in light of all available evidence, public health advice and the local and national context. In rare circumstances, it may be necessary to escalate issues to ministers through other central government committees (for example incident management teams), but this should be by exception only.

### Contingency planning

This contingency plan describes what we would do at Bartons if children, pupils or staff test positive for COVID-19, and how we would operate if advised to reintroduce any measures described in this document to help break chains of transmission. Contingency measures may also be advised by DsPH if there is a rise in cases within the community resulting in the area being an 'enduring transmission area.' This plan will be updated as needed. (Sept 2021)

### When settings should consider extra action:

The Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned.

Contingency	Roles & responsibilities	When to seek PH advice	Control Measures
Outbreak in School	<p>HT &amp; DHT review and reinforce the testing, hygiene and ventilation measures they already have in place.</p> <p>All staff to communicate concerns relating to members of the school community and suspected cases of COVID-19.</p> <p>HT &amp; DHT To seek additional public health advice if concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements. This is not for single cases.</p> <p>HT or DHT to report each positive pupil and staff positive PCR test to the West Sussex Welfare email address.</p>	<p>When whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"><li>• 5 pupils or staff who are likely to have mixed closely, test positive for COVID-19 within a 10-day period;</li><li>or</li><li>• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period.</li></ul> <p>Public Health advice must be sought if a pupil or a member of staff is admitted to hospital with COVID-19. This can be done by calling the DfE helpline (0800 046 8687 Option 1) or in line with local arrangements.</p>	<p>Regular reviewing of the Risk Assessment for implementation and effectiveness.</p> <p>Enhance measure already in place.</p> <p>Close monitoring of absence rates and codes.</p> <p>Regular reminders for parents and carers to inform school when they have or suspect a positive case of COVID-19 in the household.</p> <p>Shielding can only be reintroduced by National Government.</p>

Contingency	Actions
<u>Testing</u> The possibility of increased use of testing by staff.	<ul style="list-style-type: none"> <li>• Liaise with PH with regard to frequency</li> <li>• Ensure sufficient ongoing supplies of test kits</li> <li>• Communicate with staff the reasons for increased testing and whether mandatory</li> </ul>
<u>Social Distancing</u> Bubbles may be re-introduced if necessary.	<ul style="list-style-type: none"> <li>• Liaise with PH</li> <li>• Communicate with parents and staff the reasons for this temporary measure</li> <li>• Ensure signage promotes social distancing.</li> </ul>
<u>Face coverings</u> It may be advised that face coverings should temporarily be worn by staff in the settings. This may include face coverings in communal areas and/or classrooms. Any guidance should allow for reasonable exemptions for their use. In all cases any educational and wellbeing drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission.	<ul style="list-style-type: none"> <li>• Liaise with PH with regard to frequency</li> <li>• Ensure sufficient ongoing supplies of PPE</li> <li>• Communicate with parents and staff the reasons for this temporary measure</li> <li>• Ensure signage promotes the use of face coverings</li> </ul>
<u>Other measures</u> Settings should make sure their contingency plans cover the possibility they are advised to limit: <ul style="list-style-type: none"> <li>• residential educational visits</li> <li>• open days</li> <li>• transition or taster days</li> <li>• parental attendance in settings</li> <li>• live performances in settings</li> </ul>	<ul style="list-style-type: none"> <li>• Before booking or confirming events or visits ensure that LA and PH guidance can be adhered to</li> <li>• Ensure risk assessments for venues with regard to COVID 19 are rigorous</li> <li>• Ensure own visit risk assessments take COVID-19 Risk Assessment and contingency planning into account</li> <li>• Ensure visitors to school events are fully briefed as to guidelines to maintain COVID-19 security</li> </ul>

### Attendance restrictions

High quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort on the advice of PH to break a chain of transmission or in an area on government advice to suppress or manage a dangerous variant and prevent unsustainable pressure on the NHS.

In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.

Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised.

High quality remote education will be provided to all pupils not attending.

- Follow DfE guidance for which priority groups can attend setting
- Ensure Remote Education is available without delay and is monitored closely for individuals who have tested positive for COVID 19 but are well enough to learn from home and if attendance has been temporarily suspended for classes/whole school. (See Remote Education Offer)
- HT/DHT determine and communicate the workforce required onsite if restrictions on pupils' attendance are in place.
- Ensure DSL or DDSL are on site at all times
- Ensure those families who need technology or other resources are supported
- Reintroduce SLT systems for monitoring vulnerable pupils.
- Ensure FSM or vouchers are available for those families entitled to FSM (not universal)
- Ensure families are communicated with promptly and all necessary information is disseminated and understood by families (HT and DHT to ensure vulnerable and EAL families understand information shared).
- Monitor take up and engagement of all groups
- Liaise with SENCO re children with additional needs

### Amendments after 31.8.21

Date:	Name:	Colour Highlight	Reason:
1 <sup>st</sup> Sept 2021	AP/KP	Full edit	National move to Step 4 of roadmap and the easing of many restrictions in school settings.