The Whartons Primary School Outbreak Management Plan

Date		Version	
Headteacher	Julia Dickson	Signed and date	
Chair of Governors	Alan Padden	Signed and date	

DfE	Department for Education
DHSC	Department for Health and Social Care
UKHSA	United Kingdom Health and Safety Agency
LHPT	Local Health Protection Team (LCC PH teams)
NHS	National Health Service
LCC	Leeds City Council
HSWT	LCC Health, Safety and Wellbeing Team

1. Introduction

The government has made it a national priority that education and childcare settings should continue to deliver face-to-face, high-quality education and childcare to all children and young people as we learn to live safely with COVID-19.

Given the protections the country has built through vaccinations and new treatments, England is now in a position to move into a new phase of managing COVID-19.

Measures affecting education and childcare may be necessary in some circumstances, for example:

> • to help manage severe operational impacts or identified health risks of a COVID19 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.

This document is the Outbreak Management Plan for The Whartons Primary School and outlines how we will operate if any of the measures described in this document below were recommended for our setting or area. This includes how we will ensure every child, pupil or student receives the quantity and quality of education and care to which they are normally entitled.

The Whartons Primary School is a Primary, operating on one site. Our cohort of pupils ranges from 4 years to 11 years old.

2. Principles

2.1 Prioritising education.

Our overarching objective is to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption, while protecting those most vulnerable to increased risk from COVID-19. The impacts of having missed education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission will be weighed against any educational drawbacks. In making decisions we will endeavour to keep any measures to the minimum number of settings or groups possible, and for the shortest amount of time possible.

We will 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 will not be considered in isolation, but as part of a broader package of measures.

We will only consider attendance restrictions as a last resort. Under normal circumstances neither contacts or siblings of positive cases will be asked to isolate. Where measures include attendance restrictions, we will contact the Department for Education (DfE) and / or our Local Health Protection Team in conjunction with LCC for advice on any groups that should be prioritised.

The government have advised they will try to give as much notice as possible of any changes to the way settings should operate.

2.2 Collaboration and guidance.

We recognise that 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. We understand that LCC, their Director of Public Health and DfE's regional school commissioners will maintain close working relationships through their regional partnership teams (RPTs).

We recognise that where decisions about measures in education and childcare settings are made at a national level, DfE will work with DHSC, the UKHSA, the Chief Medical Officer, and other government departments, as well as relevant local authorities and directors of public health.

We will continue to seek / follow the guidance from:

- DfE, DHSC, NHS and UKHSA,
- The COVID-19 Contingency Framework
- LCC's Public Health, HSWT and Children's Services teams.
- Support from the Family of Schools.

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3. Managing potential outbreaks and contingency measures

3.1 Managing Positive Cases.

We will continue to manage positive cases amongst our school community by:

1. keeping records of positive pupil and staff cases and tracking potential outbreaks and substantial increases in positive cases,
2. notifying LCC of positive cases via the PCIF01 form,
3. contacting the DfE Helpline, LHPT and / or LCC HSWT if we need advice about isolated cases,
4. contacting the DfE Helpline and / or LCC HPT and HSWT for advice if we suspect we have an outbreak*,
5. informing parents / carers and staff of positive cases via letter and email.

We will use the thresholds below as an indication for when we may have an outbreak:
(delete as appropriate)

- a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection,
- evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19,
- a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group.

We will identify groups that are likely to have mixed closely using the guidance in Appendix B.

If any of the above thresholds are reached we will review and reinforce the testing, hygiene and ventilation measures we already have in place and will consider:

- whether any activities could take place outdoors, including exercise, assemblies, or classes,
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort,
- one-off enhanced cleaning focussing on touch points and any shared equipment.

We will seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. We will do this by:

- contacting the DfE Helpline and / or LCC HPT and HSWT for advice.

This plan outlines how we will operate if we are advised to instigate any of the measures below for our setting / area either locally or nationally by DfE, DHSC, PHE, NHS, or LCC. This plan covers:

- limiting attendance and moving remote learning,
- re-introducing bubbles,

- re-inforcing communications around testing, widening testing or onsite testing centres,
- re-introducing face coverings,
- re-introducing measures for vulnerable pupils and staff,
- limiting residential educational visits, open days, transition or taster days, parental attendance, performances,
- free school meals if attendance is limited,
- safeguarding and designated safeguarding leads, and
- vulnerable children and young people.

3.2 Limiting Attendance.

We will only consider attendance restrictions as a short-term measure and as a last resort and following DfE and / or public health advice in extreme cases of operational disruption to staffing or where other recommended measures have not mitigated against risks to face-to-face education. If attendance restrictions are advised across an area, we understand the government will publish detailed operational guidance for settings which we will follow.

We will continue to provide high-quality remote education for all pupils or students not attending site.

In all circumstances, we will give priority to vulnerable children and young people and children of critical workers to attend to their normal timetables as far as possible.

3.3 Re-introducing Bubbles.

If advised to re-instate bubbles by public health and / or DfE we will evaluate staffing and pupils needs and re-instate the bubbles and the control measures previously used in school to keep bubbles separate wherever possible. Details of our previous bubbles and control measures can be found on the COVID page on our website, letter dated 8th March 2020 Reopening.

If this is not possible we will seek advice from our Local PHT, DfE and / or LCC HSWT if needed as to appropriate alternative bubbles and control measures for keeping bubbles separate.

3.4 Re-inforcing communications, widening testing or on site testing centres. *

If advised to by public health or DfE we will communicate with staff, pupils and parents / guardians to communicate the need for testing and / or increase / re-start the use of home testing by staff.

3.5 Re-introducing face coverings.

If advised to by public health or DfE we will temporarily re-instate the wearing of face coverings and this may include communal areas and/or classrooms for staff and visitors.

3.6 Re-introducing shielding.

Shielding is currently removed. In the event of a major outbreak or Variant of Concern (VoC) that poses a significant risk to individuals, we understand that shielding can only be reintroduced by national government. If this occurs we will identify our staff and pupils who are on the shielding list and review their individual risk assessments to determine if it is safe

for them to be in school, if they should be working / learning from home and / or if there are any other control measures required.

3.7 Limiting residential educational visits, open days, transition or taster days, performances, and parental / visitor attendance on site.

Educational Visits - we will seek / follow the advice from public health, DfE and / or LCC HSWT to determine if visits are safe and appropriate to undertake or need postponing in the event of a VoC, to manage severe operational impacts or identified health risks of a COVID-19 outbreak. We will reflect any attendance restrictions in the visits risk assessment and only children who are attending the setting will go on an educational visit.

Open days, transition events and performances - we will seek / follow the advice from public health, DfE and / or LCC Health, Safety and Wellbeing Team to determine if activities are safe and appropriate to undertake or need postponing in the event of a VoC, to manage severe operational impacts or identified health risks of a COVID-19 outbreak. We will assess if the activities can be done virtually / remotely without on site attendance from visitors.

Parental / visitor attendance on site – in the event of the event of a VoC, to manage severe operational impacts or identified health risks of a COVID-19 outbreak we may limit access for parents/carers and visitors to essential visits only.

3.8 Free school meals if attendance is limited.

If attendance is limited we will provide assistance to children eligible for free school meals who are not able to attend site via locally provided hampers and vouchers through Wonde.

3.9 Safeguarding and designated safeguarding leads.

If attendance is limited we will work with our local safeguarding partners to be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people will be learning remotely. We will continue to have regard to any statutory safeguarding guidance that applies to us and will review our child protection policy so that it reflects any local restrictions and remains effective.
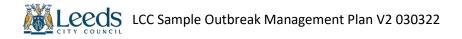
We will endeavour to ensure a trained DSL (or deputy) is available on site. Where this is not possible we will ensure that we have a senior leader on site who will take responsibility for co-ordinating safeguarding. We will also:

- have a trained DSL (or deputy) available to be contacted via phone or online video, or
- share a trained DSLs (or deputies) with other schools who will be available to be contacted via phone or online video.

3.10 Vulnerable children and young people.

Where vulnerable children and young people are absent and should be attending, we will:

- follow up with the parent or carer, working with LCC and social worker (where applicable), to explore the reason for absence and discuss their concerns,
- encourage the child or young person to attend educational provision, working with LCC 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,

- focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home, and
- have in place procedures to maintain contact, ensure they can access remote education support, as required, and regularly check if they are doing so.

If we must temporarily stop onsite provision on public health or DfE advice, we will discuss alternative arrangements for vulnerable children and young people with LCC.

4. Risk Assessment and action plan.

4.1 Risk Assessment.

If we need to instigate any of the measures in this plan, we will amend our current Covid-19 risk assessment by amending each section on the assessment where relevant. We will publish the amended risk assessment on our school website.
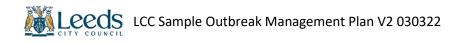
4.2 Action Plan.

Appendix A details our action plan to support the different measures in this Outbreak Management Plan.

Appendix A – Action Plan for the measures in the Outbreak Management Plan.

Measure required	How we will action / and by whom	How we will inform / consult and by whom
Limiting attendance	1. Identify pupils eligible to attend and first aid / medical / SEND needs. 2. Identify staff needed on site. 3. Identify staff to undertake remote learning. 4. Discuss with our catering providers any catering changes needed and instigate scheme for pupils eligible for free school meals who are not attending site. 5. Inform dedicated home to school transport providers of any pupils they usually transport who will not be attending site. 6. Identify any vulnerable children and young people not attending and put in place arrangements for support. 7. Identify whether DSL are on site / working remotely or shared with another school. In the absence of a DSL on site identify a senior leader on site who will take responsibility for co-ordinating safeguarding.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone 4. Catering via telephone 5. LCC via DCS Alert DCSAlert@leeds.gov.uk

	8. Inform LCC. 9. Amend Covid-19 risk assessment.	
Bubbles	1. Identify bubbles and control measures to keep them separate following our previous groupings / controls, or 2. Assess and identify alternative bubbles / control measures. 3. Discuss with our catering providers any catering changes needed. 4. Provide signage if re-introducing one way systems, separate entrances etc… 5. Inform LCC. 6. Amend Covid-19 risk assessment.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone 4. Catering via telephone 5. LCC via DCS Alert DCSAlert@leeds.gov.uk
Re-instating or widening testing – increasing home testing	1. Identify staff and / or pupil groups who will be asked to carry out home testing. 2. Identify contractors and visitors who may be asked to carry out home testing e.g agency staff, catering, cleaning staff, transport staff and regular volunteers. 3. Identify how test results will be notified to school and recorded and by whom. 4. Ensure adequate supplies of tests. 5. Inform LCC. 6. Amend Covid-19 risk assessment.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone 4. Catering via telephone 5. Cleaning via text 6. Contractors / visitors by text 7. LCC via DCS Alert DCSAlert@leeds.gov.uk
Re-instating or widening testing – on site test centre	1. Identify a suitable area for re-instated or expanded on site testing. 2. Set up as previously following UKHSA guidance on the school's portal. 3. Ensure adequate supplies of tests, PPE and cleaning products. 4. Train / re-fresh training for staff working in the test site. 5. Inform LCC. 6. Amend Covid-19 risk assessment.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone 4. Catering via telephone 5. LCC via DCS Alert DCSAlert@leeds.gov.uk
Face coverings	1. Identify areas face coverings should be worn. 2. Identify staff, pupils and regular visitors / contractors who should wear face coverings. 3. Obtain a supply of face coverings as a backup in case people forget. 4. Remind users how to safely use face coverings. 5. Put up signage at entrances to remind people to wear a face covering. 6. Inform LCC. 7. Amend Covid-19 risk assessment.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone 4. Catering via telephone 5. Cleaning via text 6. Contractors / visitors by text 7. LCC via DCS Alert DCSAlert@leeds.gov.uk
Re-introducing measures for vulnerable staff and pupils or shielding	1. Identify which staff and pupils now need additional measures or are now shielding (previous information will assist in this). 2. Assess which staff and pupils will be able to be in school. 3. Carry out or review the WASP / IPRA for staff and pupils who are vulnerable or shielding. 4. Make arrangements for vulnerable or shielding persons to work / learn from home as necessary. 5. Make arrangements for additional control measures if working / learning from the school site. 6. Discuss with catering providers any catering changes needed and instigate scheme for pupils eligible for free school meals who are not attending site. 7. Inform dedicated home to school transport providers of any pupils they usually transport who will not be attending site.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone 4. Catering via telephone 5. LCC via DCS Alert DCSAlert@leeds.gov.uk

	8. Identify any vulnerable children and young people not attending and put in place arrangements for support. 9. Identify whether DSL are on site / working remotely or shared with another school. In the absence of a DSL on site identify a senior leader on site who will take responsibility for co-ordinating safeguarding. 10. Amend Covid-19 risk assessment.	
Remote Education	1. Identify which pupils will need remote education. 2. Identify which staff will deliver / oversee remote education. 3. Instigate remote education systems.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone
Parental / Visitor attendance on site	1. Identify what restrictions are needed and who it will affect. 2. Amend Covid-19 risk assessment.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Contractors / visitors by email/text message
Educational Visits	1. Assess if it is still safe to carry out the visit / if it needs amending / needs cancelling or postponing. 2. Assess and make arrangements for any new requirements for international travel and return to England. 3. Identify which pupils and staff can attend if school attendance is restricted / shielding is in place. 4. Amend the visit risk assessments or postpone / cancel the visit. 5. Amend Evolve.	1. Parents / carers via email or text and website alert 2. pupils via Google Classrooms. 3. Staff via email or telephone Educational Visit via Evolve.
On site Events	1. Assess if it is still safe to carry out the event / if it needs amending / needs cancelling or postponing. 2. Identify which pupils and staff can attend if school attendance is restricted / shielding is in place. 3. Identify if parents / carers / visitors can attend. 4. Assess if the activities can be done virtually / remotely without onsite attendance from visitors. 5. Amend the event risk assessments or postpone / cancel the event.	1. Parents / carers via email or text and website alert 2. Staff via email or telephone 3. Contractors / visitors by text message / email

Appendix B – Guidance for identifying who has closely mixed for thresholds for action.

Identifying a group that is likely to have mixed closely will be different for each setting.

Below are some examples.

For early years, this could include:

- a nursery class,
- a friendship group who often play together,
- staff and children taking part in the same activity session together.

For schools, this could include:

- a form group or subject class,
- a friendship group mixing at breaktimes,
- a sports team,
- a group in an after-school.

For FE, this could include:

- students and teachers on practical courses that require close hands-on teaching, such as hairdressing and barbering,
- students who have played on sports teams together,
- students and teachers who have mixed in the same classroom.

For wraparound childcare or out-of-school settings, this could include:

- a private tutor or coach offering one-to-one tuition to a child, or to multiple children at the same time,
- staff and children taking part in the same class or activity session together,
- children who have slept in the same room or dormitory together.