

COVID-19 Educational Settings – Outbreak Management/Contingency Planning

Contents

Document Updates 1

Introduction 2

Testing 2

Face coverings 3

Bubbles/Cohorting 3

Maintain records of contacts 3

Events and parent attendance 3

Educational visits 3

Outline of Attendance Restrictions 3

Education Workforce 5

Safeguarding and designated safe guarding leads 5

Vulnerable children and young people 5

Shielding 5

Meal options 6

Contingency planning arrangements 7

Document Updates

For ease of reference, changes that are made to this document are detailed below:

Date of change	Section, Page and Change
15-07-2021	New document
17-08-2021	Added initial considerations section, and reintroducing contact records . Updated terminology and reference to management of Cases guidance and testing



COVID-19 Educational Settings – Outbreak Management/Contingency Planning

Introduction

Following the relaxation of a number of COVID-19 related control measures in educational settings, it may be necessary to reintroduce some measures as a result of an increase in cases either in the setting or in the community more generally. For example:

- to help manage a significant COVID-19 outbreak within a setting ([see Management of Cases Guidance](#))
- if there is extremely high prevalence of COVID-19 in the community and other measures have failed to reduce transmission
- as part of a package of measures responding to a Variant of Concern (VoC)

All settings should have a plan in place in the event that measures need to be reintroduced. This guidance provides an outline of the measures to consider in a contingency plan and template for recording. The plan should include how you will ensure every pupil receives the quantity and quality of education and care to which they are normally entitled.

It is important to consider that the information in this guide reflects the broad requirements. More specific details may be provided at the time of receiving instruction to apply measures by Public Health. Whilst Public Health will work in partnership with you to discuss and agree the likely controls needed and the timescales for implementation it may be necessary to 'step up' changes at short notice. Settings should plan how they will communicate this information to parents, carers and pupils.

Local authorities, the Director of Public Health and PHE health protection teams can recommend implementing the contingency measures described in this document for individual settings or a small cluster of 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.

Initial Considerations

At the point of reaching a threshold outlined in the [Management of Cases Guidance](#) settings should review the control measures they have in place as identified by their risk assessment and ensure these are being consistently applied. In addition, settings should consider:

- if they can make increased use of outdoor spaces for activities, particularly those involving large groups e.g. assemblies or activities that increase the generation of aerosols e.g. sport or singing
- if fresh air ventilation in indoor spaces can be increased further without causing detriment to thermal comfort
- instigating a deep clean of the setting

Testing

All settings should ensure their contingency plan reflects the possibility of staff and pupils needing to increase testing frequency. This may include:



COVID-19 Educational Settings – Outbreak Management/Contingency Planning

- Issuing advice on more frequent testing
- The reintroduction of asymptomatic testing sites (ATS) to individual secondary schools and colleges in response to an outbreak, or to a group of settings linked in a single outbreak or for settings across an area as part of an enhanced response package for example due to a variant of concern or where they are in an enduring transmission area.

Face coverings

Settings may be asked to re-introduce the use of face coverings such as by staff and secondary schools or further education students in communal areas, classrooms or staff areas. This may apply to individual settings, to a group of settings linked in a single outbreak or for settings across an area as part of an enhanced response package for example due to a variant of concern.

Bubbles/Cohorting

It may become necessary to reintroduce bubbles for a temporary period in order to reduce mixing between groups. Educational Settings will need to consider both staff and pupils and can choose to apply the approach that was previously applied in their setting.

Maintain records of contacts

Educational settings may be asked to reintroduce maintaining records of contacts on a daily basis, noting that it may need to be retrieved for the previous 21 days. If required this must include recording all visitors to the setting and include:

- Accurate details of pupils and staff contacts on a daily basis (including residential information, wraparound care, or transport where applicable).
- Seating plans (where possible)

Please note: settings will need to consider how they will record activities where there are increased numbers including lunchtime and breaks.

Events and parent attendance

The need to change planned events such as Open Days, Transition Days, Parent attendance, performances may be required. This could include delaying events or providing an alternative arrangement such as remote activities and livestreaming.

Educational visits

Where restrictions are being introduced to a setting, visit risk assessments should be reviewed and settings should consider if the visit is still appropriate and safe. Only children who are attending the setting should go on an educational visit.

Outline of Attendance Restrictions

Attendance restrictions will be a last resort, in extreme circumstances. The cohorts described in this section should be used to guide decisions about restricting attendance, as well as prioritising groups for face-to-face education and childcare:



COVID-19 Educational Settings – Outbreak Management/Contingency Planning

- **Early years settings:** vulnerable children and children of crucial workers should be prioritised.
- **Primary schools:** as above and children in reception, year 1 and year 2 should be prioritised.
- **Secondary schools:** all vulnerable children and young people, children of critical workers, pupils in years 10, 11, 12 and 13, and other pupils who were due to take external exams this academic year should be prioritised. If, by exception, attendance is restricted further, vulnerable children and young people and children of critical workers should be prioritised.
- **16 – 19 academies:** follow the guidance for either sixth forms or FE, according to which type of provision their provision most closely reflects.
- **Boarding:** follow guidance for primary and secondary for determining which children should be taught in the classroom. Pupils not in these groups who cannot return home should continue to receive their education in their boarding house.
- **Special schools and special post-16 institutions:** remain in line with the equivalent age groups in main stream schools. In exceptional circumstances, special schools and special post-16 institutions may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances, they should seek to resume as close as possible to the specified provision for the child or young person as soon as possible. Where attendance is mandatory, full-time provision should be provided.
- **Alternative provision:** should continue to allow all children or pupils to attend full time. On occasion AP will encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with appropriate specialist training. In these circumstances they should seek to resume as close as possible to full-time provision, as soon as possible.
- **Hospital education:** hospitals should continue to provide full-time education where safe and feasible to do so in line with hospital infection prevention and control measures.
- **Summer schools** (delivered in DfE's summer school funding scheme): in most circumstances, children should be allowed to attend summer school as planned and reflect any local or national restrictions.
- **Holiday clubs** where face to face provision is not deemed appropriate and the purpose of the provision includes support for vulnerable children and young people, this provision should be continued in another way e.g. the provision of free meals or access to online support

Where attendance is restricted educational settings will need to reintroduce remote education. Full details on remote education expectations and support available to schools is provided [here](#)

Please note: Transport services to education settings should continue to be provided as normal.



COVID-19 Educational Settings – Outbreak Management/Contingency Planning

Education Workforce

If restrictions on pupil attendance is needed, leaders will need to determine the workforce required on site and if it is appropriate for some staff to work remotely.

Consideration will need to be give to clinically extremely vulnerable members of staff as part of these arrangements.

All education settings must continue to have regard to statutory safeguarding guidance that applies to them and should review their child protection policy that it reflects the local restrictions and remains effective.

Safeguarding and designated safe guarding leads

It is expected that settings will have a trained designated safeguarding lead (DSL) or deputy available on site. However, if there are operational challenges the following two options can be considered:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings (who should be available to be contacted via phone or online video)

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.

Vulnerable children and young people

Where vulnerable pupils are absent the setting should explore the reason for absence and discuss concerns. They should:

- encourage pupil to attend, 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
- focus on their welfare and ensure that they can access appropriate education and support while they are at home
- Have procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so

If settings are advised to temporarily stop onsite provision, they should discuss alternative arrangements for vulnerable children and young people with the local authority.

Shielding

In the event of a major outbreak or a variant of concern that poses a risk to individuals on the shielding patient this, the requirement to recommence shielding may be reintroduced by national government. Consideration will need to be given to staffing levels as a result of staff needing to shield and remote learning for the small number of pupils that may be notified.



COVID-19 Educational Settings – Outbreak Management/Contingency Planning

Meal options

Meal options should continue to be provided for pupils who are in the setting and they must also continue to provide free school meal support for pupils who are eligible and are not attending because they: are self-isolating, have had symptoms or positive test or are a close contact of someone who has COVID-19.

COVID-19 Educational Settings – Contingency Planning guide and template
Contingency planning arrangements

Measure	Related contingency planning information	Actions that will be taken
Communicating requirements	<ul style="list-style-type: none"> Produce template communications that can be tailored depending on the specific measures being introduced. Assigned responsibility for updating, approving and disseminating communications in preparation for use Consider who may need communicating with in the event that measures need to be reintroduced e.g staff, visiting professionals, parents/carers, transport providers 	Letters from LA and DFE to be used and prepared in advance on GDrive. SBM and HT responsible. SBM/HT and Office have list of whom to communicate outbreak 5 or more (or 10% or more- whichever comes first in a bubble)
Reintroduction of asymptomatic testing sites (ATS) – Secondary and FE	<ul style="list-style-type: none"> Identify an area for testing Identify the staff that will run the site and ensure they have undertaken the relevant training. Ensure you have the equipment necessary to set up the site Complete and review your site risk assessment as part of the set up process Consider and mitigate for the education areas removed for provision of ATS. 	NA Secondary only
Increase the use of home tests (staff and where relevant pupils)	<ul style="list-style-type: none"> Identify how you will increase your supply of and access to test kits Consider how you will distribute an increased number of test kits 	HT and SBM log each box that is removed from the site and aware of everyone who has kits.

COVID-19 Educational Settings – Contingency Planning guide and template

	<ul style="list-style-type: none"> • Complete and review your risk assessment for the storage and distribution of test kits 	<p>All staff have kits for 3 wks of testing at a time and then collect more. Staff undertake testing on Weds/Sun each week.</p> <p>New storage of tests. All stored tests are in boxes in the First Aid cupboard with one set of tests in the office meeting room for accessibility alongside of leaflet info and antibacterial gel.</p>
<p>Face coverings – staff (all settings) Students (secondary and FE)</p>	<ul style="list-style-type: none"> • Ensure communication material includes how to put on, store and take off coverings • Ensure you have signage prepared and available to assist with reminders regarding face coverings around the setting. • Maintain a supply of face coverings to offer to those who do not have access to them or have forgotten them. • Consider how you will mitigate for the educational drawbacks in the use of face coverings • Ensure you have additional bins available for disposal of discarded face coverings 	<p>All pupils taking transport have been given information on how to safely store face-coverings. Staff have been provided with and offered face coverings. Staff wear face-coverings when meeting with visitors and parents or attend the gate. All staff safely remove and dispose of face coverings appropriately.</p>
<p>Bubbles/Cohorting</p>	<ul style="list-style-type: none"> • Maintain plans for bubbling staff and pupils in line with previous approaches • Discuss with dedicated transport providers how they would reintroduce this where applicable 	<p>Bubble from September 1, 2021 to be in Key Stages not Year groups. EYFS/KS1 and KS2 are two separate bubbles. They will not mix in the hall or corridors. Transport to separate them by rows and FFS to separate by tables.</p>
<p>Contact records</p>	<ul style="list-style-type: none"> • Introduce daily contact records, including visitors noting that it may need to be retrieved for the previous 21 days 	<p>All visitors, staff and pupils are logged onto site with our e-book service or through Pupil Asset. Therefore all staff and visitors can be traced back 21 days as required.</p>

COVID-19 Educational Settings – Contingency Planning guide and template

Events and parent attendance	<ul style="list-style-type: none"> When planning events etc include a plan for cancelling or revising the event for example how you will set up virtual tours or live streaming performances. 	All events include an opportunity for live streaming.
Educational visits	<ul style="list-style-type: none"> When planning an educational visit include a plan to cancel or modify the visit in line with attendance and other restrictions in the setting. Review the settings insurance to understand what is covered in relation to cancellations or modifications 	SBM to ensure that staff have investigated our visits coverage in relation to cancellations.
Attendance restrictions	<ul style="list-style-type: none"> Consider how you will reintroduce remote education for individuals and groups of pupils or students including those that are isolating, shielding, in hospital or who are not in a priority group for in person education . Settings will need to be prepared to implement the requirements at short notice. Ensure you have access to the Local Authority contacts to discuss and provide alternative arrangements for vulnerable pupils where necessary 	Our school has kept Google Classroom running for pupils and this can be accessed remotely by those self-isolating. Live lessons may be undertaken if there is a need following an incidence of necessary isolation. LA to be informed of vulnerable pupils are required to isolate.
Education workforce	<ul style="list-style-type: none"> Maintain a list of clinically extremely vulnerable and other staff at increased risk to understand the impact of shielding requirements and other arrangements that may need revised control measures Consider the core staff that will be required to provide on site education to the priority groups 	CEV staff all have individual RAs as do CV staff. All staff that feel they are now at risk or may be at risk have been informed to read health and safety at work thoroughly and request managerial time to write an RA. All teaching staff and non CEV are required to provide on-site education to the priority groups in the event of a further lockdown.

COVID-19 Educational Settings – Contingency Planning guide and template

	<ul style="list-style-type: none"> Consider where and how remote working can be applied Consideration given to and individual assessments reviewed where appropriate. Consider how you will access supply and temporary staff should you need to 	<p>Our remote learning offer is clearly established and shared on our website. Pupils and parents are quickly assessed for computing and tablet need. Supply staff are on our current and updated registers.</p>
Safeguarding and designated safe guarding leads	<ul style="list-style-type: none"> Review child protection policy to reflect the possible local restrictions and ensure it remains effective (led by the designated safeguarding lead or a deputy) Ensure you have an adequate number of trained DSL or deputies so that you can maintain an on site presence. Plan for access to a DSL or deputy in circumstances where an on site presence cannot be maintained for example through: <ul style="list-style-type: none"> A trained DSL from the setting can be available via phone or online video Shared trained DSLs or deputy with other settings are available Identify a senior leader to take responsibility for co-ordinating safeguarding on site 	<p>CP Inset undertaken on September 2nd and 3rd and KCSIE shared in August. DSLs in school completed additional individual training over the summer in advance of delivering training to our teams. Safeguarding Lead for DNEAT shared new policy, now adapted and shared on our website to be ratified at LGB on 20.9.21. 2 DSLs, HT and EYFS lead onsite and HT at DJS to act on our behalf if both offsite. DM to co-ordinate safeguarding onsite.</p>
Vulnerable children and young people who are absent	<ul style="list-style-type: none"> Identify a person(s) responsible for following up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence, discuss concerns, 	<p>HT to explore attendance concerns in the event of a lockdown or lost learning situation. DSL/HT and DHT to support and establish contact with vulnerable pupils and ensure all have access to remote education and FSM as required.</p>

COVID-19 Educational Settings – Contingency Planning guide and template

	<p>welfare arrangements and encourage attendance or provision of alternative education.</p> <ul style="list-style-type: none"> • Develop a procedure to maintain contact and ensure they are able to access remote education support 	
Summer schools (delivered under DfE's summer school funding scheme)	Consider and develop plans for remote delivery of the academic element of the programme	All interventions and catch-up programmes can be run remotely.
Holiday clubs	Where planning holiday clubs consider how essential elements to vulnerable children will be continued where it may need to be cancelled or modified	FFS to run FSM holiday clubs onsite.
Meal options	<ul style="list-style-type: none"> • Consider alternative options to sourcing and providing meals where restrictions or staffing shortages prevent the usual offer to be provided • Develop plans for the provision of free school meals to eligible pupils/students and who are not attending school because they: <ul style="list-style-type: none"> ○ are self-isolating ○ have had symptoms or a positive test result themselves ○ are a close contact of someone who has COVID-19 	Edenred vouchers available for vulnerable pupils that are not attending.