

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. The DfE's published COVID Contingency Framework states that schools should have an "outbreak management plan", outlining how they would operate if any of the measures described in the guidance were recommended for their setting or area.

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

- to help manage a COVID-19 outbreak within a setting
- 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) this includes Omicron.

In these cases, the Guidance also states that councils, directors of public health and Public Health England health protection teams can recommend certain measures for individual schools or clusters of settings.

If there is a need to address more widespread issues across an area, "ministers will take decisions on an area-by-area basis".

This plan should be read alongside the latest guidance for education settings operating during COVID (this is not an exhaustive list and these documents change frequently so the reader should check they have the most up to date guidance).

- actions for early years and childcare providers during the COVID-19 outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcareclosures>
- actions for schools during the COVID-19 outbreak <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak>
- protective measures for holiday and after-school clubs, and other out-of-school settings during the COVID-19 pandemic <https://www.gov.uk/government/publications/protective-measures-forholiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronaviruscovid-19-outbreak>
- guidance for special schools and other specialist settings: COVID-19 <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-andother-specialist-settings>
- Summer schools programme guidance <https://www.gov.uk/government/publications/summerschools-programme>
- contingency framework: education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-ineducation-and-childcare-settings/contingency-framework-education-and-childcare-settings>

The best way to avoid an outbreak in a setting is to ensure preventative measures are in place. Within all settings the following will be in place and defined as **ESSENTIAL CONTROLS (See Appendix 1)**:

- A risk assessment for each setting that reflects the current Government Guidance
- Symptom management
- Provision of PPE, worn in line with guidance
- Temperature checks of staff
- Optional twice weekly LFD Tests
- Good ventilation
- Respiratory management

- Hand hygiene
- Enhanced cleaning
- Social distancing awareness
- Individual risk assessments where risk is high

Scenario 1 – Single Confirmed COVID Case

If there is one case identified in school the following steps will be taken in line with the latest guidance:

Follow the CFLP Positive Case Response Flowchart (Appendix 2)

- School will liaise with Public Health passing on the relevant information
- Schools will follow their Local Authority reporting guidance
- Those in close contact will be asked to isolate.
- Consideration will be given to transport and visitor contacts
- Remote learning offer to be implemented for those isolating
- School Covid Risk Assessment to be evaluated in light of any learning from new case

Scenario 2 – Outbreak Within Setting

The definition of an outbreak in a non-residential setting is:

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 or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

Close mixing

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/reception class
- a friendship group who often play together
- staff and children taking part in the same activity session together
- a class cohort
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activities

An outbreak is deemed to last 28 days from the last positive diagnosis.

Should an outbreak be identified or the potential risk of one significantly increases due to the nature of the variant of concern e.g. omicron the following steps, where appropriate will be undertaken known as **EFFECTIVE AND SUPPORTIVE CONTROLS (See Appendix 1)**:

- School will liaise with Public Health passing on the relevant information
- Schools will follow their LA guidance for notification
- In collaboration with Public Health and the Trust Executive Leadership Team a decision will be made as to whether school can remain open
- DfE will be informed if the school is to close
- LA will be informed if the school is to close
- Social distancing measures
- Consistent grouping of pupils
- Staggered start /finish times
- Staggered lunchtimes and playtimes
- Avoid interaction between different groups of staff
- Reduce occupancy of shared staff spaces
- Face coverings in corridors, staff areas and on transport
- Extra curricular provision ceases
- Car sharing discouraged
- Reduce sharing of equipment
- One way systems on yard at start/ finish times
- Minimise non essential visitors to school
- Lettings to be cancelled
- Re organise classrooms to promote forward facing side by side seating
- Work from home where role allows
- Swimming lessons to be cancelled
- Remote learning plan will be implemented
- School COVID Risk Assessment will be evaluated in light of any learning from new cases

Scenario 3 – The setting is affected by a package of Local or National measures

The COVID situation is ever changing as are the directed responses. Settings will work with the Trust to ensure that they implement any Local or National restrictions and guidance. Schools will work in collaboration with professionals and stakeholders to limit the impact on educational delivery. This will include working with the following:

- Parents/carers
- Pupils
- Public Health
- Local Authority
- Social Care
- DfE

The following plans are in place to support the continued delivery of education under local or National measures:

Testing:

- All schools in CFLP support with the distribution of LFD tests.
- All schools ensure they remain well stocked with LFD tests in case there is a requirement to increase home testing. This will be vital in our fight to combat the new Omicron variant.

Face Coverings:

- Should face coverings be recommended, schools will amend their RA in line with the cohort of pupils they have

Shielding:

- Should shielding be reintroduced, those on the shielded patient list will be supported to follow guidance. If this is a pupil, then the remote learning plan would be implemented. Shielding staff will be supported to work from home and measures put in place to support their wellbeing.

CFLP COVID Risk Assessment and Response:

- This is a regularly updated document which sets out the expectations of the Trust on visits, visitors, trips, training and home visits.

Attendance restrictions:

Places will be prioritised for pupils in line with current guidance

- Primary Schools: *“If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.”*
Contingency Framework: Education and Childcare Settings (DFE, 25 June 2021)
- • Where pupils have EHCPs and cannot attend school a risk assessment will be undertaken to assess if they are safer at home or in school.

Safeguarding:

- It is expected that all schools have a DSL on site, if this is not possible a senior leader will take on the responsibility for coordinating safeguarding and remote support will be given by the Trust Director of Safeguarding and Wellbeing.
- Wellbeing calls will be made regularly (in line with individual pupil risk assessments) to ensure that pupils are safe and well at home.

Meals:

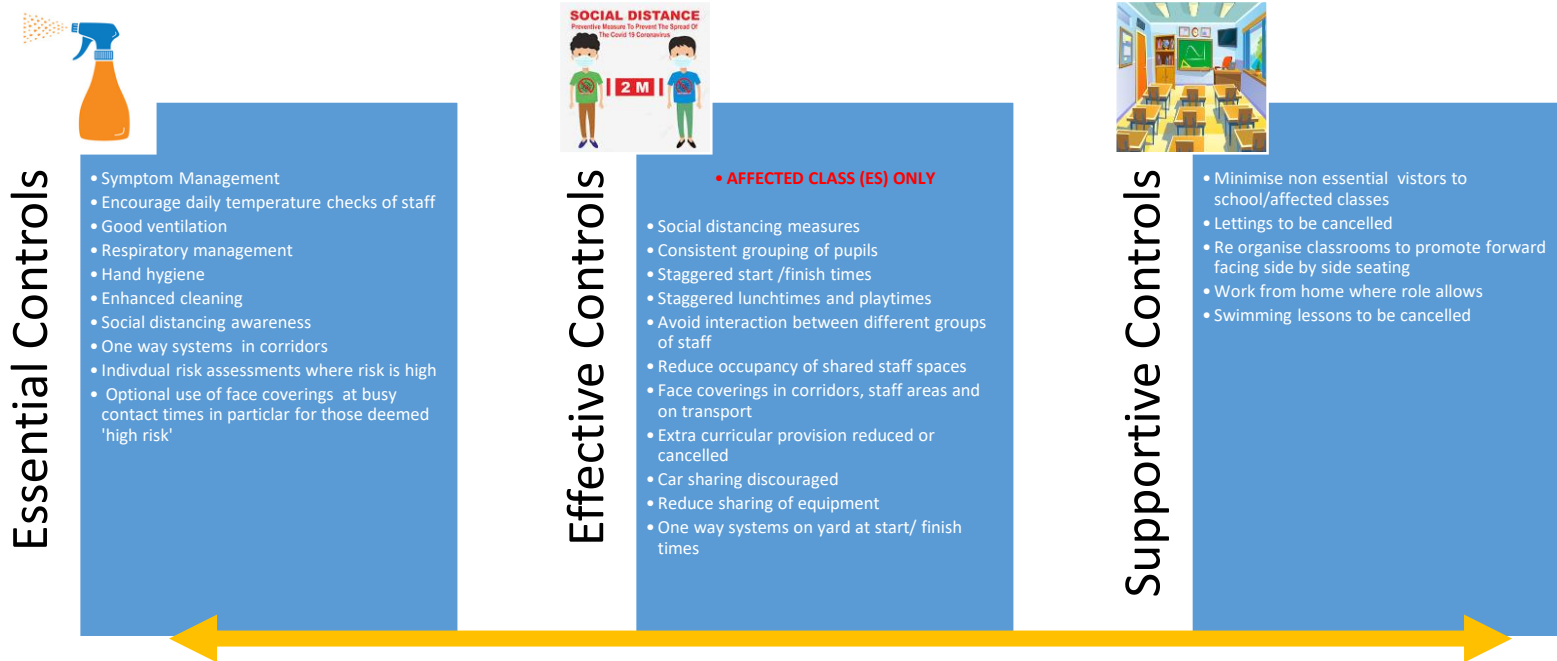
- Meals will continue to be provided for those on site, those in receipt of free school meals who are not on site will either be provided with vouchers or food for the time the pupil is isolating, or the school is restricting attendance.

IT/Laptop Access:

- As part of the school remote learning offer, details will be held of who requires a device to be provided. These will be available to be collected from school or, if there is prior warning, they will be distributed prior to class/school closures.
- Part of the wellbeing calls will be to monitor this provision and pupil access to the remote learning so that support can be given as required.

Appendix 1

THE CHILDREN FIRST LEARNING COVID OUTBREAK MANAGEMENT PARTNERSHIP



CONTEXT:

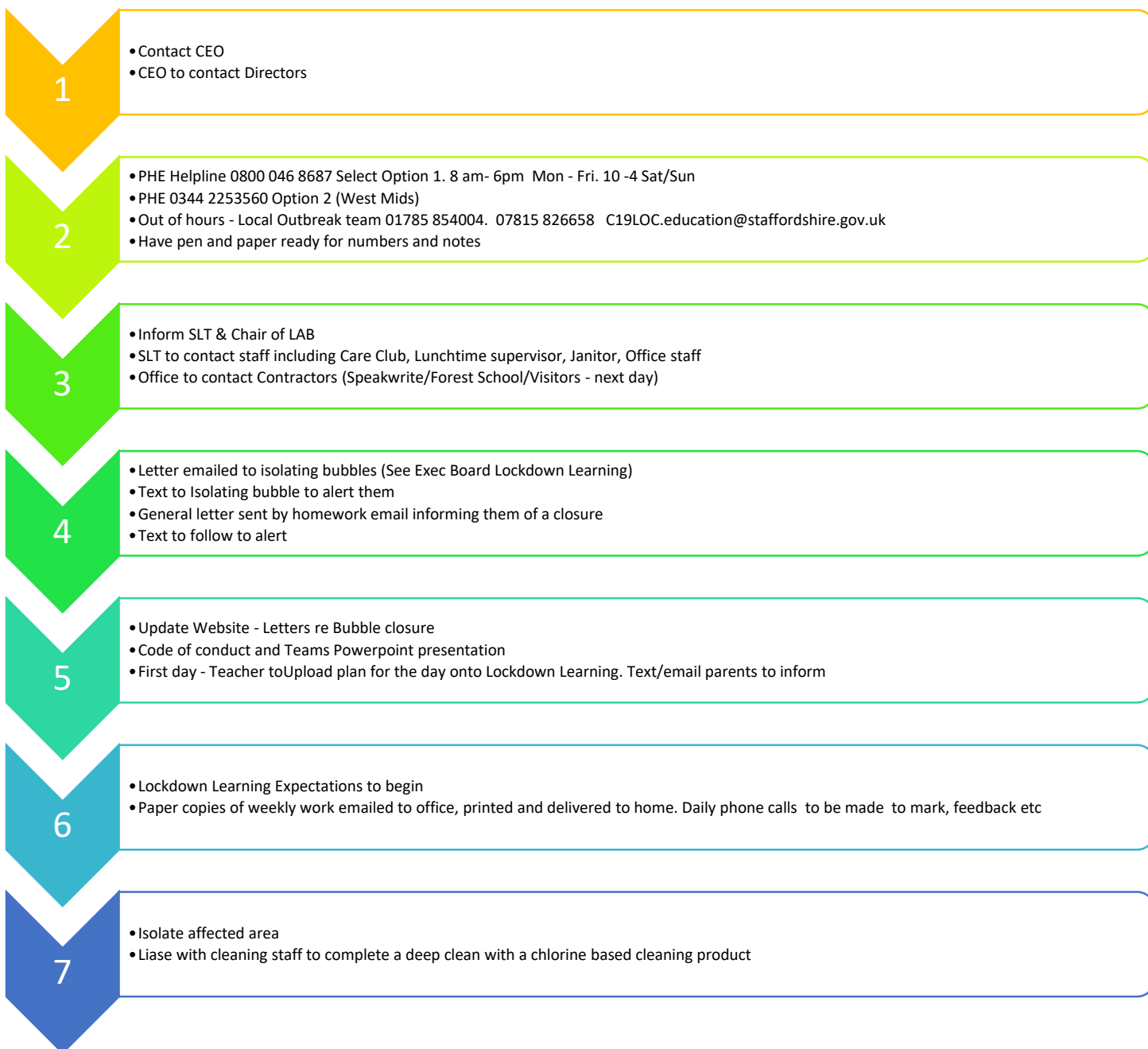
Section 1 of this Risk Assessment is operational whilst the school remains at the lowest risk and therefore fulfils the **Essential Controls** requirements above. This section of the COVID-19 Risk Assessment details how we will comply with the minimum standards for managing the risks of COVID-19, to keep employees, pupils and other people within our setting safe ensuring preventative measures are well established and typical across our school

Section 2 of this Risk Assessment, following guidance set out above in the **Effective Controls** requirements, will take effect if our school experiences higher than previously experienced rates of positive cases. In the eventuality of rapidly increasing staff or pupil absence rates due to cases of COVID 19. or if directed by the Local Outbreak Control Team due to increased cases in the community the school will establish controls set out above in the **Supportive control** requirements and these additional measures are listed in **Section 3** of this Risk Assessment. The school will step up and step back down the response measures according to the level of risk, effectiveness of response measures and availability of resources, in close collaboration with Local Outbreak Control Team, Variant of Concern (VOC) Public Health England and DFE

Appendix 2



Bubble Closure Flowchart to be read in conjunction with the Schools own Risk assessment and Outbreak Management Plan February 2022



General Preparation

- **Ensure all children have all relevant passwords in home links books.**
 - **Ensure group children work in is in home links books**
 - **Staff must take home lap tops and access details to all resources**
- **Ensure HT has details of families with no internet access – in order to make direct calls**

Version Control

Amendment date	Amendment Detail	By Whom
26.02.22 P 6 Essential Controls	Reference to all staff 'will now' changed to 'encourage staff to take temperature and LFD test regularly'	CEO
26.02.22 P 6 Essential Controls	Makes the wearing of face masks now optional in communal/busy areas	CEO
26.02.22 P 6 Essential Controls	Removal of requirement to clean outdoor equipment Removal of requirement to LFD test	CEO
26.02.22 P 6 Essential Controls Section 2	Removal of who are likely to have mixed closely, as a criteria to move to essential or supportive controls	CEO
P6 Context: Effective and supportive control section	Definition of outbreak changed from 5 cases to will take effect if our school experiences higher than previously experienced rates of positive cases or in the eventuality of rapidly increasing staff or pupil absence rates due to cases of COVID 19- as now referenced in Contingency Framework Guidance p11	CEO