
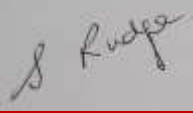


Educational Setting:	<i>Sutton C of E Primary School</i>		Date:	<i>3rd September 2021</i>	
Activity / Task:			Version:	<i>1</i>	
Headteacher:	<i>Mr M. Harrison</i>	Signed:		Date:	<i>7th September 2021</i>
Approved by (CoG):	<i>Mrs Sue Rudge</i>	Signed:		Date:	<i>7th September 2021</i>
Review Dates:	<i>30th September 2021</i>				

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 (where a school has 2 or more confirmed cases within 14 days, or an overall rise in sickness absence)
- 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)

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.](#)
- [Actions for schools during the COVID-19 outbreak](#)
- [Protective measures for holiday and after-school clubs, and other out-of-school settings during the COVID-19 pandemic](#)
- [Guidance for special schools and other specialist settings: COVID-19](#)
- [Summer schools programme guidance](#)
- [Contingency framework: education and childcare settings](#)

It is important to recognise that Local authorities, Directors of Public Health (DsPH) and PHE health protection teams (HPTs) are responsible for managing localised outbreaks and will recommend some or all of the measures described below to individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

Key Contacts for Support:

Cambridgeshire/ Peterborough Contact Tracing Team: emergencyschool.closure@cambridgeshire.gov.uk
DFE Helpline: 0800 046 8687 and selecting option 1

Risk Assessments

This plan does not replace the need to keep school risk assessments up to date. It is vital that a risk assessment is fully implemented which outlines proportionate control measures to manage and reduce the risk of COVID-19 transmission. It is important that risk assessments are live documents that are kept up to date as required.

All settings should continue to manage individual positive cases within their community by:

- Keeping records of positive pupil, staff and visitor cases and tracking potential outbreaks
- Notifying the Local Authority of positive cases
- Liaising with Public Health and passing on relevant information
- Remote learning plan to be implemented for those asked to isolate
- School Covid Risk Assessment to be evaluated in light of any learning from new case

Stepping measures up and down

You will be alerted of a school or local outbreak, and do not need to activate measures within this plan before you receive that alert. An alert may come from a number of sources (e.g. Local Authority, Director public health or their team, Public Health England) Do not act on information from unofficial sources – seek more information from the Local Authority First. Whoever receives the alert should ask for, and record, as much information as possible.

Key points for consideration

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 should be weighed against any educational drawbacks.

- Decision-makers will endeavour to keep any measures to the minimum number of schools or groups possible, and for the shortest amount of time possible.
- Decision-makers will keep all measures under regular review and lift them as soon as the evidence supports doing so.

- Measures affecting education across an area will not be considered in isolation, but as part of a broader package of measures.
- **Attendance restrictions will only ever be considered as a last resort.**
- Where measures include pupil attendance restrictions, the Department for Education (DfE) advise on groups that should be prioritised.

<p style="color: #c00000;">Actions linked to measures in this plan will be shared as follows:</p>	<p>LA– MH - Email or Telephone; Cluster Schools – MH – Email; Staff – MH and SLT via email and debriefing; Pupils – MH and Teachers via ClassDojo and zoom assembly; Parents – MH and office staff via PupilAsset & ClassDojo; Governors – MH via telephone to CoG, via email to FGB.</p>	
Guidance about potential measure	Actions to take in school	Personnel
<p><u>Re-introducing Bubbles.</u></p> <p>If advised to re-instate bubbles schools should 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 previous bubbles and control measures should be found on Risk Assessments.</p>	<ul style="list-style-type: none"> • Contact the Local Authority • Reinstate old bubbles and the control measures to keep bubbles separate or assess and identify alternative bubbles / control measures. • Share staggered drop off/ pick up times with parents. • Share bubble teaching timetable, ensuring staff do not cross bubbles. • Reinstate bubble staffrooms (if not still in action) • Discuss with our kitchen and lunchtime staff timetable changes needed. • Create bubble timetables and rotas for hall / outdoor spaces • Provide signage if re-introducing one-way systems, separate entrances • Amend Covid-19 risk assessment. 	<p>MH MH & RG MH MH, RG & SW MH MH, RG & SW MH & RG Office MH</p>
<p><u>Shielding</u></p> <p>Shielding can only be introduced by the National government. If it is reinstated, then staff who have previously shielded and are advised to do so, will be supported to work from home where possible. If this is a teacher, then they will continue to deliver lessons remotely with the support of the Senior Leadership team. If a pupil needs to shield, then they will be provided with remote learning.</p>	<ul style="list-style-type: none"> • Identify which staff and pupils are now shielding (previous information will assist this). • Contact the Local Authority for shielding pupil info • Assess which staff and pupils will be able to be in school. • Make arrangements for shielders to work / learn from home as necessary. • Make arrangements for additional control measures and risk assessments if working / learning from the school site. • Inform dedicated home to school transport providers of any pupils they usually transport who will not be attending site. • Identify any vulnerable children and young people not attending and put in place arrangements for support. • Identify whether DSL are on site / working remotely. • Amend Covid-19 risk assessment. 	<p>MH Office MH, RG & SW MH, RG & SW MH & RG Office RG & SW MH, RG & SW MH</p>
<p><u>Limiting Attendance</u></p> <p>If attendance restrictions are advised across an area, the government will publish detailed operational guidance for settings.</p>	<ul style="list-style-type: none"> • Identify pupils eligible to attend and first aid / medical / SEND needs. • Identify staff needed on site. • Identify staff to undertake remote learning. • Discuss with kitchen any changes needed and instigate WONDR vouchers for pupils eligible for free school meals who are not attending site. 	<p>SLT & Office MH, RG & SW MH Office</p>

<p>Settings must continue to provide high-quality remote education for all pupils or students not attending site. In Primary Schools all vulnerable children, children of critical workers, children in reception, year 1 and year 2 will still be eligible to attend. If attendance is restricted further, only vulnerable children and children of critical workers will still be eligible to attend. In all circumstances, priority must be for vulnerable children and children of critical workers.</p>	<ul style="list-style-type: none"> • <i>Inform dedicated home to school transport providers of any pupils they usually transport who will not be attending</i> • <i>Identify any vulnerable children and young people not attending and put in place arrangements for support.</i> • <i>Update remote learning plan/ policy if necessary</i> • <i>Recommence zoom assemblies to allow pupils not onsite to join in</i> • <i>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.</i> • <i>Amend Covid-19 Risk Assessment</i> 	<p>Office SW & Teachers MH & RG MH MH, RG & SW MH</p>
<p><u>Widening Testing or On-Site Testing Centres</u></p> <p>In Primary Schools: DfE or public health may require schools to increase the use of home testing by staff.</p>	<ul style="list-style-type: none"> • <i>Ensure adequate supplies of tests and re- order more when necessary</i> • <i>Train / re-fresh training for staff where necessary</i> • <i>Remind parents how they can access free testing</i> • <i>Organise staff to recommence twice weekly tests</i> • <i>Amend Covid-19 risk assessment.</i> 	<p>Office MH & RG Office MH & Office MH</p>
<p><u>Re-introducing Face Coverings.</u></p> <p>If advised to by public health or DfE schools will temporarily re-instate the wearing of face coverings more widely and this may include communal areas and/or classrooms for both staff, pupils, and visitors. Schools should follow previous exemptions for their use. Any educational drawbacks in the recommended use of face coverings will be balanced with the benefits in managing transmission.</p>	<ul style="list-style-type: none"> • <i>Inform The Local Authority</i> • <i>Identify areas face coverings should be worn.</i> • <i>Identify staff, pupils and regular visitors / contractors who should wear face coverings.</i> • <i>Communicate the necessity to wear face coverings to staff, pupils and parents</i> • <i>Restock (if necessary) our supply of face coverings in school</i> • <i>Remind users how to safely use face coverings.</i> • <i>Put up signage at entrances to remind people to wear a face covering.</i> • <i>Amend Covid-19 risk assessment.</i> 	<p>MH SLT SLT & Office MH Office MH Office MH</p>
<p><u>Remote Learning</u></p> <p>All schools must deliver remote education for pupils not on site that meets the same quality and quantity of education that pupils would receive in school, as outlined in remote learning plans Schools should continue to provide meals/lunch parcels or food vouchers for pupils eligible for benefits-related</p>	<ul style="list-style-type: none"> • <i>Update Remote Learning Plan if necessary, depending on year groups in and out of school and available staffing.</i> • <i>Write to all parents to detail the situation and re-share the Remote Learning Plan Info For Parents document on website</i> • <i>Ensure all remote learning platforms are prepared for action and that children and families know login details and passwords</i> • <i>Re-distribute various available mental health support available to staff, pupils and parents</i> 	<p>RG MH & RG RG & Office MH & SW RG</p>

<p>free school meals while they are not attending school because of COVID-19 isolation guidelines.</p>	<ul style="list-style-type: none"> • Reinststate weekly planning moderation to ensure consistency across all year groups in terms of learning experiences • Reinststate Pupil – Pastoral Team chat function for anxieties/ worries and concerns 	<p>SW</p>
<p><u>Limiting Educational Visits, Open days, Transition Events Parental Attendance and performances</u></p> <p>Schools should seek/ follow the advice from The Local Authority, Public Health, & the DfE to determine if visits and activities are safe and appropriate to undertake or need postponing in the event of a VoC, high levels of cases in the community or a serious outbreak in the school. Similarly, schools may be asked to limit access to the site for parents/carers and visitors to essential visits</p>	<ul style="list-style-type: none"> • Assess if it is still safe to carry out the visit / if it needs amending / cancelling or postponing. • Consider consulting with parents about preference regarding trip • Identify which pupils and staff can attend if school attendance is restricted / shielding is in place. • Amend the visit risk assessments or postpone / cancel the visit. • Amend Evolve. • Inform parent community and alert them if limits to their access to school is deemed necessary • Ensure all lines of virtual communication are working and are shared with parents 	<p>MH & SLT</p> <p>Teachers SLT & Teachers</p> <p>SLT & Teachers Teachers & MH Teachers & MH</p> <p>SLT & Office</p>
<p><u>Safeguarding and Designated Safeguarding Leads</u></p> <p>Schools should review their child protection policy to make sure it reflects the local restrictions and remains effective.</p> <p>Schools should aim to have a trained DSL or deputy DSL on site wherever possible.</p> <p>Schools must continue to have regard to any statutory safeguarding guidance that applies to them.</p>	<ul style="list-style-type: none"> • Assess availability of DSL and Deputy. • If our DSL (or deputy) can't be on site, ensure they can be contacted remotely by telephone or email. • On occasions where there is no DSL or deputy available, we will contact the Local Authority for advice. We may consider sharing trained DSLs (or deputies) with other (WASP) schools who will be available to be contacted via phone or online video. • Alternatively, SLT will manage DSL responsibilities • Contact the Local Authority for advice if required 	<p>MH MH</p> <p>MH</p> <p>MH</p>

Vulnerable Children and Young People

When attendance is restricted, vulnerable children and young people should be prioritised for continuation of attendance at school.

Procedures should be in place to maintain contact with vulnerable children and young people when they are absent from school.

If schools must temporarily stop onsite provision on public health or DfE advice, they should discuss alternative arrangements for vulnerable children and young people with the Local Authority.

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

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

MH, SW &
Teachers
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