



# COVID-19: Outbreak Management plan

Mission Statement

LEARNING TO LIVE OUT OUR CALLING WITH  
COMPASSION AND LOVE

<b>Approved by:</b>	[Ellen Wainwright – Chair of Governing Body]	<b>Date:</b> [1/9/21]
<b>Last reviewed on:</b>	[Date]	
<b>Next review due by:</b>	[22 <sup>nd</sup> October 2021]	

## 1. Introduction

This plan is based on the [contingency framework for managing local outbreaks](#) of COVID-19, provided by the Department for Education (DfE) and will be used alongside the latest Government Guidance and the controls that are already in place for hand hygiene, ventilation and enhanced cleaning in the Covid Risk assessment.

The purpose of this plan is due to the government making it a national priority that education and childcare settings continue to operate as normal during the COVID-19 pandemic. The DfE's COVID Contingency Framework states that schools should have an outbreak management plan, which describes how they would operate if there was an outbreak in school.

The measures in this plan will be implemented in response to recommendations provided by the local authority (LA), director of public health (DPH), Public Health England (PHE) health protection team or the national government.

It may be necessary to implement these measures in the following circumstances, for example:

To help manage increased transmission of COVID-19 within the school when the following thresholds are reached

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

If COVID-19 infection rates in the community are extremely high, and other measures have failed to reduce transmission

As part of a package of measures responding to a 'variant of concern' (VoC) or a variant under investigation (VUI)

If thresholds are exceeded an outbreak occurs, we will work with the relevant bodies to help identify individuals who may have been in contact with known infectious individuals

We will notify the appropriate body if we are aware of any staff or pupil that has been hospitalized due to Covid -19

## 2. Roles and Responsibilities

### Roles and Responsibilities

Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) are responsible for managing localised outbreaks. They provide health protection support and advice to education and childcare settings. We will notify the relevant bodies of all confirmed positive cases in staff and pupils

Role	Who
Production of the plan	Denise Mellor- Headteacher
Authorisation of the plan	Ellen Wainwright – Chair of the Governing Body

Review and updating the plan in the light of new guidance and situations	Denise Mellor- Headteacher
Implementation of the plan	Denise Mellor- Headteacher

### 3. Clinically Extremely Vulnerable

We are aware of the CEV pupils and staff within the school setting and we will follow national guidance on CEV pupils and staff. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>.

Shielding is currently paused. In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account. Shielding can only be reintroduced by national government. **In the event that shielding is re-introduced we will do introduce the cover plan for those staff needing to shield in order to facilitate it.**

### 4. Other measures

If recommended, we will:

Review:

- cleaning and infection control measures and respond to any suggestions for additional measures from PHE
- 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

Limit:

Educational visits

Open days

Transition or taster days

Parents coming into school

Live performances

Reintroduce:

- Face coverings for staff who are not exempt when arriving at school and moving around indoors in places where social distancing is difficult to maintain, such as in communal areas e.g. staff rooms .
- Bubbles and social distancing

Follow public health advice on testing, self-isolation and managing confirmed cases of Covid 19

*Appendix 1 has a template for recording the actions necessary to implement the actions above*

### 5. Attendance restrictions

Attendance restrictions will only be recommended as a last resort. If recommended, we will implement the measures in this section.

#### 5.1 Eligibility to remain in school

In the first instance, we will stay open for:

Vulnerable pupils

Children of critical workers

Reception, Year 1 and Year 2 pupils

or

Other years in determination with the relevant bodies

If further restrictions are recommended, we will stay open for:

Vulnerable pupils

Children of critical workers

## **5.2 Education and support for pupils at home**

All other pupils will be required to stay at home and will receive remote education.

We will aim to deliver remote education that meets the same quality and quantity of education that pupils would receive in school, as outlined in our Risk Assessment and Blended Learning Policy

The school will continue to provide lunch parcels for pupils eligible for benefits-related free school meals while they are not attending school because of COVID-19 isolation guidelines.

- Parents will be provided with the Free School meals (if eligible)
- Parents will be called weekly by a member of the team from their child's class.
- Parents/pupils considered as vulnerable will be called weekly by the SG team in school.

## **5.3 Wraparound care**

We will limit access to before and after-school activities and wraparound care during term time and the summer holidays to those that need it most.

We will communicate who will be eligible to attend once the restrictions are confirmed.

## **5.4 Safeguarding**

We will review our child protection policy to make sure it reflects the local restrictions and remains effective.

We will aim to have a trained DSL or deputy DSL on site wherever possible.

If our DSL (or deputy) can't be on site, they can be contacted remotely by TEAMS.

- If our DSL (or deputy) is unavailable, we have 1 FSW and PAM trained to Level 2. If non of these are on site will share a DSL with another primary MAC who has capacity at that time. Their DSL can be contacted by the academy phone number.
- On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding on site.

## Appendix1 – Decision Log

Outbreak Management Principle	How the setting would implement this requirement quickly; consider: Resources, staffing, processes, layouts, timings, communications, training	Constraints to be addressed in advance. Indicate when constraints have been managed - date/colour code to differentiate.
<b>Contact PHE &amp; the Local Education 2020 team</b>	SLT to make the call and follow any guidance accordingly	Step 1
<b>Clinically Extremely Vulnerable</b>	Staff notified and sent home with immediate effect (see list for cover plan if appropriate)	Step 2
<b>Contact parents</b>	Contact parents of any children/groups who need to be collected	Step 3
<b>Close the classrooms where the positive cases are identified</b>	Room to be closed in line with PHE advice	Step 4
<b>Additional Cleaning</b>	Cleaning company to be contacted for a deep clean of the building/areas	Step 5
<b>Notification of all cases of Covid 19</b>	Notify Dfe – 08000468687 and complete on line form Notify LA –07929836540, C19 LOC Education <C19LOC.education@staffordshire.gov.uk> Notify Trust – 01782 976176	Step 6
<b>Maintaining quantity and quality of education and care</b>	Follow remote learning policy and plan  <a href="https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/edd2f8d7c31042cc8e274a2cf584adcc/ctkcc-remote-and-blended-learning-policy-2020-21-final.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/edd2f8d7c31042cc8e274a2cf584adcc/ctkcc-remote-and-blended-learning-policy-2020-21-final.pdf</a>  Contact all parents via dojo regarding application for place if a key worker  Contact parents of vulnerable pupils to ensure a place in school	Step 7

## Appendix 2 – Action Plan example may be adapted depending on advice given

### Key Stakeholders

Key stakeholder	Role for outbreak management
<b>Staff (includes employees, and volunteers)</b>	<ul style="list-style-type: none"> <li>• Headteacher/SLT – contact Local Outbreak Control Team, PHE, DfE Helpline; informs Vice Principal, communicate with staff/visitors – verbal or email</li> <li>• Business Manager – arrange for additional cleaning and communicate with caretaker, sort additional PPE, etc where needed, communicate with catering staff</li> <li>• Office Staff – communicate with parents – emails/texts /Dojo message</li> <li>• Teachers – support affected children</li> <li>• Teaching assistants– support affected classes (staff and children)</li> <li>• Lunchtime staff – be flexible in covering different areas if needed</li> <li>• Caretaker – direct cleaning staff to affected areas, ensure additional ventilation</li> <li>• Headteacher/SLT – update MAC and Chair of the Governing Body.</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Follow direction from academy staff</li> </ul>
<b>Parents/carers</b>	<ul style="list-style-type: none"> <li>• Collect children/keep at home if requested</li> <li>• Follow PHE/government/SCC direction for isolation, testing, etc</li> </ul>
<b>Visitors</b>	<ul style="list-style-type: none"> <li>• Sports Coaches – follow directions from academy staff</li> <li>• Outside agencies - follow directions from academy staff</li> <li>• Other - follow directions from academy staff</li> </ul>
<b>Contractors and delivery personnel</b>	<ul style="list-style-type: none"> <li>• Cleaners – follow direction from Business Manager/caretaker for additional cleaning needs</li> <li>• Catering staff - follow directions from academy staff</li> </ul>
<b>Where to seek Local Outbreak Advice</b>	<ul style="list-style-type: none"> <li>• LA Local Outbreak Control Team /PHE/DFE Helpline available to support with advice and guidance when there is a confirmed case(s) associated with the academy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Advises our academy on actions we need to take to protect others and stop the spread of illness, including infection prevention and control measures.</li> <li>• Leads contact tracing (identifying persons in close contact with the confirmed case during their infectious period).</li> <li>• Activates and leads the outbreak management coordination team.</li> <li>• Determines when the outbreak is over.</li> </ul>
<b>Outside agencies</b>	<ul style="list-style-type: none"> <li>• Follow directions from academy staff</li> </ul>

## Communications

For consistency and accuracy of messages, and as part of the coordinated response, communications activities will be coordinated by our academy with support from LA local outbreak control team/PHE or DfE in close liaison with the setting outbreak management coordination team.

Key stakeholder	What they need to know	How we'll communicate	Contact information
<b>Staff (includes employees and volunteers)</b>	<ul style="list-style-type: none"> <li>• Level of risk, number and location of cases linked to an outbreak –the individual/s identity is confidential within our academy</li> <li>• The importance of hand hygiene, respiratory hygiene and physical distancing measures</li> <li>• Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for accessing the academy</li> <li>• Membership of the internal outbreak response team</li> <li>• Arrangements for managing any self-isolation requirements</li> <li>• Expectations about not attending work if symptomatic</li> <li>• Changes to staffing/rostering arrangements</li> <li>• Arrangements to support staff health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Telephone</li> <li>• Text messages</li> <li>• Staff emails</li> <li>• Signage</li> </ul>	Held in the Office
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Direction from LOC Team/PHE/DfE for managing any self-isolation requirements</li> <li>• The importance of hand hygiene, respiratory hygiene and physical distancing measures</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally to those affected</li> <li>• Signage</li> </ul>	Held in the Office/SIMS
<b>Parents and careers</b>	<ul style="list-style-type: none"> <li>• Direction from LOC Team/PHE/DfE for managing any self- isolation requirements</li> <li>• The importance of hand hygiene, respiratory hygiene and physical distancing measures</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone</li> <li>• Text messages</li> <li>• Emails</li> <li>• Signage</li> </ul>	Held in the Office/SIMS



	<ul style="list-style-type: none"> <li>• Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for siblings or accessing the academy</li> </ul>		
<b>Visitors</b>	<ul style="list-style-type: none"> <li>• Direction from LOC Team/PHE/DfE for managing any self- isolation requirements</li> <li>• The importance of hand hygiene, respiratory hygiene and physical distancing measures</li> <li>• Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for accessing the academy</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally to those affected</li> <li>• Telephone</li> <li>• Signage</li> <li>• Emails</li> </ul>	Held in the Office
<b>Contractors and delivery personnel</b>	<ul style="list-style-type: none"> <li>• Direction from LOC Team/PHE/DfE for managing any self- isolation requirements</li> <li>• The importance of hand hygiene, respiratory hygiene and physical distancing measures</li> <li>• Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for accessing the academy</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally to those affected</li> <li>• Telephone</li> <li>• Signage</li> <li>• Emails</li> </ul>	Held in the Office
<b>Local Outbreak Teams</b>	<ul style="list-style-type: none"> <li>• Outbreak management risks specific to the academy.</li> <li>• Names and contact details of potential contacts of the confirmed case.</li> </ul>	<ul style="list-style-type: none"> <li>• Email</li> <li>• Telephone</li> <li>• Meetings</li> </ul>	Held in the Office Head of School Business Manager
<b>Outside agencies</b>	<ul style="list-style-type: none"> <li>• Direction from LOC Team/PHE/DfE for managing any self- isolation requirements</li> <li>• The importance of hand hygiene, respiratory hygiene and physical distancing measures</li> <li>• Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for accessing the academy in accordance with the following document</li> <li>• <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Verbally to those affected</li> <li>• Telephone</li> <li>• Signage</li> <li>• Emails</li> </ul>	Held in the Office

## Stage 2 – Respond

The response stage is triggered by the identification of one or more cases of COVID-19 within or linked to the academy. The goal is to contain the virus as quickly as possible while providing appropriate care and support to confirmed cases.

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
Activate the outbreak response team	By email and phone	Headteacher/ SLT	Immediately on becoming aware of a confirmed case	None	If after hours, contact all team members by mobile phone/email
Contact LOC team or DfE Helpline	By phone/email	Headteacher/ SLT	Immediately on becoming aware of a confirmed case	None	If after hours, contact all team members by mobile phone/email
Contact PHE if needed - according to number of cases and directions form LOC or DfE	By phone/email	Headteacher/ SLT	Immediately after direction from LOC or DfE	None	Number of cases, local infection rate, local restrictions
Inform staff in the academy	Verbally	Headteacher/ SLT/PAM	Following directions from LOC or DfE	None	

<b>What do you need to do?</b>	<b>How will you do this?</b>	<b>Who will do it?</b>	<b>When will it happen?</b>	<b>What supplies or resources are needed?</b>	<b>Other considerations</b>
Inform staff not in the academy	By phone or email	Headteacher/ SLT/PAM	Following directions from LOC or DfE	None	
Inform Trust and LAC	By email	Headteacher	Following directions from LOC or DfE	None	
Contact parents/carers	By email/phone/Class Dojo	Office staff	Following directions from LOC or DfE	None	
Explain situation to affected children	Verbally	Teachers/ LSAs	Following confirmation of actions by H o S	None	Age and understanding of the children DO NOT reveal the identity of the confirmed case/s
Deep Clean due to positive case in setting	By email or phone	Business Manager	Immediately on becoming aware of a confirmed case	Additional hours/cleaning products supplied by the company	Which areas of the academy
If cases below threshold	Review and refine Covid Risk Assessment internally	Headteacher	In line with monitoring of attendance schedule		

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
	<p>Seek any local advice about below threshold case numbers</p> <p>Amended RA to be sent to the MAC for scrutiny</p> <p>Action any amendments</p>		<p>Immediately once RA amended</p> <p>Within 1 working day of scrutinised RA being approved</p>		
Evoke contingency restrictions detailed in document below if threshold for case number met	Verbally	Headteacher.SLT/P AM	Follow directions from LOC or DfE	Dependence upon needs	Information to all.
<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_Final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_Final.pdf</a>					

## Contingency restrictions

When setting should consider extra action:

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. 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, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period
- , pupils, students and staff at any one time:

### 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 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 activity

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
Monitor attendance and sickness absence	<p>Daily checks after register closes - using daily tracker system</p> <p>Identification of absences and reasons- using daily tracker system</p> <p>Inform Headteacher/SLT of any concerns / numbers to monitor daily and track patterns over time</p> <p>Dependent upon information gathered will determine next steps through LOC /DfE guidelines needed following the plan below.</p>	<p>Office</p> <p>Office</p> <p>Office</p>	<p>By 9:15am on each day</p> <p>By 9:45am on each day</p> <p>By 9:45am</p>		

**Actions to consider once a threshold is reached:**

At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place.

Settings should also 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

Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements (LOC).

A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances Additional action that could be advised by public health experts. If you have called the DfE helpline and a Director of Public Health (DsPH) or a Health Protection Team (HPT) subsequently judges that additional action should be taken because they have assessed that transmission is likely to be occurring in the setting, they may advise settings take extra measures. Where they have advised settings to take extra measures, DsPH and HPTs will work closely with their Regional Partnership Teams and keep the situation under regular review. They will inform settings when it is appropriate to stop additional measures, or if they should be extended.

**Additional measures to be considered :**

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
Seek public health advice if a pupil or staff member is admitted to hospital with COVID-19.	Phone the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements.  Evoke any advice given – inline with plan below	Headteacher	Immediately upon identification of case		Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
					with staff and parents.
Increased use of testing by staff - revert to weekly LFT testing.	Email correspondence detailing requirements and instructions	Headteacher	Immediately on becoming aware advice from relevant agencies.	LFT kits	If after hours, contact all team members by email  Information detailing new restrictions sent to parents via email - Principal/ Office
Face coverings should temporarily be worn in setting in communal areas and/or classrooms, for staff.	Email correspondence detailing requirements and instructions  Reinstate social distancing measure	Headteacher  Site Supervisor	Immediately on becoming aware advice from relevant agencies.	PPE kits already in place for staff	If after hours, contact all team members by email  Information detailing new restrictions sent to parents via email -



What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
Return to social distancing					Headteacher/ Office
Use of space and collective gatherings	<p>Where possible and practical learning can take place outdoors</p> <p>Collective workshop reverts to being virtually</p> <p>Staggered lunchtimes</p> <p>Staggered use of staff room</p> <p>Staff meetings revert to being held virtually</p>	<p>Headteacher / Class teachers</p> <p>Headteacher / Class teachers Senior Lunchtime Supervisors</p> <p>Class teachers</p> <p>Headteacher / Class teachers</p>	Immediately on becoming aware advice from relevant agencies.		
Reintroduction of shielding - <b>government</b>	Discussions with identified staff if Shielding was to become a requirement.	Headteacher/ MAC HR department	Upon identification of requirements by government	Cover - if needed	Insurance to be investigated due to working

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
<b>instruction only.</b>	<p>Tasks to be detailed</p> <p>Weekly wellbeing check-ins</p>	Headteacher /SLT		ICT requirements to completed directed tasks	from home – SIMS accessibly
<p>Limit and postpone:</p> <ul style="list-style-type: none"> <li>• open days</li> <li>• transition or taster days</li> <li>• parental attendance in settings</li> <li>• live performances in settings</li> </ul>	<p>Notification to parents on decisions via email</p> <p>Discuss with relevant staff members alternatives such as virtually if time sensitive. If not time sensitive, then the event will be postponed until restrictions lifted.</p>	<p>Headteacher</p> <p>Headteacher</p>	Upon identification of requirements		See guidance on the definitions of Close Mixing
Educational visits	Consider carefully if the educational visit is still appropriate and safe. Only students who are attending the setting should go on an educational visit. Education - postpone visits that fall outside guidance	Educational visits coordinator	When practically possible and once information gathered.	None	Ensure decisions are made to give reasonable notice to

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
	from DsPH and HPTs. – via discussion with Principal and then via email to all parents				parents and the visit site. Staff member booking the event to liaise with site to rebook or seek financial compensation.
Attendance restrictions Temporarily limit attendance	<p>Notify LAC and Trust of guidance Notify staff verbally and via email</p> <p>Notify parents and carers of decision and the collection arrangements</p> <p>In an age-appropriate manner discuss the changes with children Notify an contractor (Bee Active) if closure/limiting attendance to affect them</p>	<p>Headteacher</p> <p>Headteacher / Office</p> <p>Class teachers PAM</p> <p>Headteacher / SENDCo</p>	Upon identification of requirements	Staff availability to contact parents and support class teachers in dismissal	See guidance on the definitions of Close Mixing Caretaker to be notified about change to school day

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
	<p>Arrange for vulnerable children and young people and children of critical workers to attend to their normal timetables</p> <p>Reversion to timetable of in school staff and staff to teach virtually</p>	SLT			
Alterations to before and after school clubs/ Sports clubs workings	Seek advice if alterations needed once outbreak identified -including use of larger areas/ outdoor areas/ temporary attendance restrictions	Headteacher	Upon identification of requirements	Additional staff	See guidance on the definitions of Close Mixing
<p>Reinstatement of remote education</p> <p>High-quality remote learning - in line with our Remote Learning Policy.</p>	<p>Notification to staff that Remote Learning Policy instigated</p> <p>Notification to parents about timescales and expectations</p> <p>Planning and virtual session timetable in line with Remote Learning Policy</p> <p>Timetable for SEND children to access provision of additional support</p>	<p>SLT</p> <p>Headteacher/SLT</p> <p>Class teachers/ SLT / SENDCo</p> <p>Office/ LSAs</p>	<p>Immediately</p> <p>Immediately</p> <p>24 hours after school closure</p> <p>24 hours after school closure</p>	Learning resources	Length of time school to be limiting attendance and requiring remote education

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
	Paper copies of learning to be made available if requested by parents		24 hours after school closure		
Safeguarding and designated safeguarding leads	<p>Continue to work within the remit of the Whole School Safeguarding and Child Protection Policy</p> <p>Risk asses any children deemed vulnerable or causing concerns and RAG rate school support during any periods of absence</p> <p>Where vulnerable children and young people are absent:</p> <ul style="list-style-type: none"> <li>• follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns</li> <li>• encourage the child or young person to attend educational provision</li> <li>• weekly (more if risk assessment of the child deems it) contact from a member of the SLT to discuss wellbeing, safety and academic support.</li> </ul>	<p>DSL/DDSL</p> <p>DSL/DDSL and SLT</p>	<p>Immediately</p> <p>24 hours after school closure</p>		

What do you need to do?	How will you do this?	Who will do it?	When will it happen?	What supplies or resources are needed?	Other considerations
	Alternative arrangements for vulnerable children and young people with the local authority				
School and FE meals if school restricting attendance	<p>Provide meal options for all pupils who are in school</p> <p>Free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school</p>	PAM/Office	24 hours after school closure	Meal packages	Bee Active - discussions about closure and requirements

### Stage 3 – Stand-down

The stand-down stage is triggered when the outbreak is over, usually 14 days after isolation of the last case. Measures introduced by local Director of Public Health will also be kept under review and should be stood back down when local transmission advice allows.

After standing down, Stage I activities will resume for prevention and preparedness of further outbreaks.

An important activity during the stand-down phase is to evaluate the response and update this plan.

Detail how and when actions taken/ control introduced will be removed

<b>What do you need to do?</b>	<b>How will you do this?</b>	<b>Who will do it?</b>	<b>When will it happen?</b>	<b>What supplies or resources are needed?</b>	<b>Other considerations</b>
Review the Covid-19 Risk Assessment	Include all relevant staff in the review verbally or email. Identify any further mitigations needed. Amend the Risk Assessment. Share with all stakeholders.	Headteacher	Following confirmation of a positive case.	None	Scale of the cases
Review the Outbreak Management Plan	Identify any further actions required or to be amended. Amend the Outbreak Management Plan. Communicate to all staff.	Headteacher	Following confirmation of a positive case.	None	Clarity and success of actions.

