

# COVID19: Contingency plan for any future outbreak

<b>School: Keston CE Primary</b>
<b>Headteacher: Mrs J. Evison</b>
<b>Date: November 2020</b>

Related documents
Health and Safety Procedures, First Aid Policy, Supporting Pupils with Medical Conditions Policy, Administering Medication Policy, Fire and Evacuation Policy, Behaviour Management Policy, Child Protection Policy, eSafety Policy, Employee Code of Conduct, Security Policy, SEND Register and Vulnerable Pupils' List, Risk assessments

This document is written with reference to: [DFE: Tiers of National Restriction for Education and Childcare \(Appendix 3\)](#)

As part of their contingency planning, nurseries, childminders, schools and colleges should consider how they would operate at each tier in the event that these restrictions become necessary in their local area. At each tier, schools, colleges and other educational establishments should clearly inform pupils and parents/carers which pupils should be in school or college at any given time. This is particularly true where a school is operating a rota.	
<b>Tier 1,2 and Tier 3</b>	Early years, primaries and alternative provision, special schools and other specialist settings will continue to allow all pupils to attend on site. <i>Further guidance – <a href="#">DFE: How schools can plan for tier 2 local restrictions</a></i>
<b>Tier 4</b>	All nurseries, childminders, mainstream schools, colleges and other educational establishments allow <b>full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers</b> . All other pupils should not attend on site. <b>Remote education to be provided for all other pupils.</b>

#	Action	Comments for consideration	Issues rising from context of school	Lead	Date	Guidance
<b>PREPARING FOR A POTENTIAL OUTBREAK: Organisation and staffing</b>						
1	<b>School leaders keep colleagues up to date with latest government guidance.</b>	<ul style="list-style-type: none"> <li>DFE guidance and resources and PHE advice are being updated daily, consider who will take responsibility for keeping leaders and governors up to date, the methods they will use and how frequently they will do this.</li> </ul>				Regularly check: <a href="#">DFE: Latest documents</a> . Review expectations of contingency planning: <a href="#">Section 5 DFE: Guidance for full opening schools</a> . See <a href="#">Ofsted: Operational note on interim visits to maintained schools and academies</a> .
2	<b>School leaders revise and maintain up-to-date lists of vulnerable pupils, those with an EHC Plan and children of key workers.</b>	<ul style="list-style-type: none"> <li>Speak with families to ensure lists of <b>priority groups</b> are up to date:               <ul style="list-style-type: none"> <li>Child in Need (CiN);</li> <li>Child Protection Plan (CP);</li> <li>Child Looked After (CLA);</li> <li>Otherwise vulnerable;</li> <li>Education Health and Care Plan (EHCP);</li> <li>Children of key workers (based on previous access).</li> </ul> <p><i>Should PHE advise full closure it is likely school will remain open for these <b>priority groups</b>.</i></p> </li> <li>Work with partners (including families and social workers) to:               <ul style="list-style-type: none"> <li>Identify whether individual vulnerable pupils should continue to attend school in the event of any future partial or full closure;</li> <li>Ensure EHC plans and risk assessments are up-to-date.</li> </ul> </li> <li>Liaise with the trust to outline procedures should school be unable to open for children in priority groups to agree the most appropriate solution locally.</li> </ul>				
3	<b>School leaders assess potential impact on staffing arrangements.</b>	<ul style="list-style-type: none"> <li>Check and update considerations for those colleagues who may work from home – ensure decision making is transparent and fair.</li> <li>Consider different staffing scenarios including a shadow leadership structure should critical colleagues be unable to attend work or have to work from home e.g. Head, DSL, and SENCO.</li> <li>Update affected colleagues accordingly.</li> </ul>				If in doubt, take advice from Human Resources.  Consider <a href="#">PHE: Impact on BAME communities</a> .

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		<ul style="list-style-type: none"> <li>Ensure risk assessments, plans and provision for individuals (colleagues and pupils) who are classified as <b>clinically vulnerable</b> or <b>clinically extremely vulnerable</b> are in line with the latest <a href="#">DFE: Guidance</a></li> <li>Regularly update the staffing audit as the situation may change.</li> <li>Revise induction programme to ensure NQTs and new colleagues are informed of expectations and processes should a local outbreak occur.</li> </ul>				Consider <a href="#">DFE: Guidance on induction of NQTs during the pandemic</a> . Consider <a href="#">DFE: Extra mental health support for pupils and teachers</a> .
4	<b>School leaders remind colleagues and families of their responsibility to understand and engage with 'NHS Test and Trace'.</b>	<ul style="list-style-type: none"> <li>Ensure website and letter home communicate to colleagues and parents they should be ready and willing to:               <ul style="list-style-type: none"> <li><a href="#">Book a test</a> if they are displaying symptoms. Colleagues and pupils must not come into school if they have symptoms, and must be sent home to self-isolate if they develop them in school;</li> <li><a href="#">Provide details</a> of anyone they have been in close contact with if they were to test positive for COVID19 or if asked by 'NHS Test and Trace';</li> <li><a href="#">Self-isolate</a> if they have been in close contact with someone who develops COVID19 symptoms or someone who tests positive for COVID19.</li> </ul> </li> </ul>				
5	<b>School leaders communicate plans for local restrictions.</b>	<ul style="list-style-type: none"> <li>Plan how to communicate with colleagues, families and the local community should there be an outbreak and PHE require school to:               <ul style="list-style-type: none"> <li>Send a group/class/year bubble home to engage in remote learning; or,</li> <li>Temporarily close the school and switch to remote learning.</li> </ul> </li> </ul>				
6	<b>School leaders review infection prevention and control.</b>	<ul style="list-style-type: none"> <li>Ensure school continues to adhere to <a href="#">implementing protective measures in education and childcare settings</a> guidelines. These set out a hierarchy of controls including regular handwashing, good hygiene, frequent cleaning and use of small, distinct groups to substantially reduce the risk of transmission and infection.</li> </ul>				See <a href="#">DFE: Implementing protective measures in education and childcare settings</a> .

## PREPARING FOR A POTENTIAL OUTBREAK: Curriculum planning

7	<b>Curriculum leaders plan immediate provision should PHE advise a bubble to self-isolate.</b>	<ul style="list-style-type: none"> <li>Clarify with colleagues the expectations for remote study so:               <ul style="list-style-type: none"> <li>School can provide for the immediate continuance of education for any class/group identified by PHE as needing to self-isolate;</li> <li>Remote study is of equivalent length to the core teaching pupils would receive in school and offers <b>some daily contact with teachers</b>.</li> </ul> </li> <li>Agree expectations with colleagues then outline plans with families and pupils.</li> <li>Use the trust 'Framework for Contingency Curriculum' to support planning of remote study.</li> </ul>				See expectations of contingency planning: <a href="#">Section 5 DFE: Guidance for full opening schools</a> .  <a href="#">Oak National Academy</a> free video lessons and content.
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#	Action	Comments for consideration	Issues rising from context of school	Lead	Date	Guidance
						<a href="#">NCETM: Ready to Progress: Guidance on maths progression.</a>
8	<b>Curriculum leaders plan immediate provision should PHE advise temporary school closure.</b>	<ul style="list-style-type: none"> <li>Clarify with colleagues the expectations for any future lockdown curriculums should school be advised to close so:               <ul style="list-style-type: none"> <li>School can provide immediate study to all year groups needing to self-isolate;</li> <li>Remote study is of equivalent length to the core teaching pupils would receive in school and offers some daily contact with teachers;</li> <li>School has the capacity to remain open only for vulnerable children and the children of key workers if required to do so by PHE.</li> </ul> </li> <li>Agree expectations with colleagues then outline plans with families and pupils.</li> <li>Use the trust 'Framework for Contingency Curriculum' to support planning of remote study.</li> </ul>				<p>In addition to (7), DFE has recommended: <a href="#">Remote learning case studies</a>; <a href="#">Quality assured online resources for home education</a>; <a href="#">BBC Bite size</a>; <a href="#">NCETM Primary maths videos</a>.</p> <p>Early years can access: <a href="#">Hungry Little Minds</a>; <a href="#">BBC Tiny Happy People</a>; <a href="#">National Literacy Trust's Family Zone</a>.</p>
9	<b>School leaders learn from the impact of lockdown on different groups.</b>	<ul style="list-style-type: none"> <li><b>Plan the improvements needed for any future remote study.</b></li> <li>Evaluate online and offline resources and approaches used during the lockdown between March and July to establish which were most effective and why.</li> <li>Review teacher assessment of the impact of lockdown and gaps identified for different groups of pupils (SEND, vulnerable, PP, most able etc.). Agree initiatives to address this in class and the principals that should inform any future remote study.</li> <li>Offer training to colleagues to share best practice and ensure consistency in teachers' skills to use the approaches and any IT resources or platforms identified for use during lockdown.</li> </ul>				<p><a href="#">EdTech Demonstrator Programme</a> shares effective use of technology for remote study.</p> <p><a href="#">DfE Full return to school guidance details for supporting SEND pupils Annex B EHCP Plans.</a></p> <p><a href="#">EEF guidance on making the best use of teaching assistants.</a></p>
10	<b>School leaders plan to reduce pupil, staff and parental anxiety.</b>	<ul style="list-style-type: none"> <li>Review the impact of the provision for pastoral support and wellbeing.</li> <li>Ensure the school's communication, curriculum, nurture and team building activities suitably introduce the potential for the possibility of future local outbreaks.</li> <li>Support pupils and parents to understand what may happen in school should there be a local outbreak.</li> </ul>				<p>See <a href="#">DFE: Extra mental health support for pupils and teachers</a>.</p>

## Responding once a local outbreak has been confirmed by PHE: Managing the remote curriculum

#	Action	Comments for consideration	Issues rising from context of school	Lead	Date	Guidance
11	<b>Curriculum leader manages curriculum provision during the PHE advised period of remote learning.</b>	<ul style="list-style-type: none"> <li>Ensure oversight of the curriculum so it continues to build on pupil's knowledge and skills incrementally by:               <ul style="list-style-type: none"> <li>Coordinating daily provision of ambitious work across a number of subjects;</li> <li>Monitoring the consistency of teachers' interactions, assessment and feedback systems;</li> <li>Supporting teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.</li> </ul> </li> </ul>				
12	<b>Inclusion leader or SENCO maintains oversight of children with SEND and those vulnerable pupils.</b>	<ul style="list-style-type: none"> <li>Ensure oversight of a broad and ambitious curriculum for children with SEND (whether in school or at home during lockdown).</li> <li>Plan to contact parents of pupils with EHCPs to review individual risk assessments in relation to any local outbreak. Involve parents in planning for provision for their child should this happen.</li> <li>Ensure provision meets the needs of vulnerable pupils (consider priority groups as outlined in #2, above, and relevant protected characteristics: sex; race; disability; religion or belief; sexual orientation; gender reassignment; pregnancy or maternity).</li> </ul>				<a href="#">DFE: Quality assured list of SEND remote education resources.</a>  <a href="#">DFE: Full return to school guidance Annex B EHCP Plans.</a>
13	<b>Office manager takes account of practical considerations.</b>	<ul style="list-style-type: none"> <li>Provision of hard copy resources for pupils who do not have access to technology at home.</li> </ul>				<a href="#">DFE: Increasing internet access for vulnerable and disadvantaged children.</a>
<b>Responding once a local outbreak has been confirmed by PHE: Organisation and staffing</b>						
14	<b>Attendance officer maintains accurate attendance records.</b>	<ul style="list-style-type: none"> <li>Confirm and adhere to DFE expectations of recording attendance during any local outbreak.</li> <li>Children of critical workers – attendance is likely not to be compulsory during a local outbreak – some children of critical workers may need to remain at home for shielding or health reasons.</li> <li>Pupils with a social worker and the otherwise vulnerable – attendance is likely to be expected during the outbreak.</li> <li>EHCP – attendance likely to be expected where risk assessment identifies that their needs can be safely met in school. Liaise with parents (<i>as outlined above</i>).</li> <li>Communicate attendance expectations to colleagues, pupils and parents.</li> </ul>				<a href="#">PHE: Guidance on shielding.</a>

#	Action	Comments for consideration	Issues rising from context of school	Lead	Date	Guidance
15	<b>Human resource officer reviews impact on staffing.</b>	<ul style="list-style-type: none"> <li>Update risk assessments for the temporary deployment of any colleagues who are clinically vulnerable, or clinically extremely vulnerable.</li> <li>Communicate to colleagues and volunteers the school's expectations that anyone who displays symptoms of COVID19 can and should book a test.</li> </ul>				See <a href="#">DFE: Extra mental health support for pupils and teachers.</a>
16	<b>Business manager reviews external contractors.</b>	<ul style="list-style-type: none"> <li><b>Contact the external companies and inform them of arrangements and ask about staff availability and provision going forward.</b></li> <li>Contact the school meal service provider (if appropriate).</li> <li>Contact the cleaning provider (if appropriate).</li> <li>Contact fruit provider (if appropriate).</li> <li>Contact milk provider (if appropriate).</li> <li>Contact regular visitors (as appropriate).</li> <li>Update trust accordingly.</li> </ul>				See <a href="#">DFE: Transport to school and other places of education autumn 2020.</a>
17	<b>School leaders review travel arrangements.</b>	<ul style="list-style-type: none"> <li>Devise plans to support colleagues and families to adhere to any travel restrictions that have been put into place as a result of the local outbreak.</li> </ul>				
18	<b>School leaders review trips and clubs.</b>	<ul style="list-style-type: none"> <li>Revise provision in line with any specific guidance given by PHE.</li> </ul>				See <a href="#">DFE: Protective measures for holiday, after school clubs and other out of school settings.</a>
19	<b>School leaders review school meals.</b>	<ul style="list-style-type: none"> <li>Respond to any advice from PHE in regard to how the school should proceed with the provision of school meals.</li> </ul>				Should no changes be recommended, continue to follow <a href="#">DFE: Supporting children eligible for free school meals.</a>
<b>Responding once a local outbreak has been confirmed by PHE: Health and Safety</b>						
20	<b>Site manager revises risk assessment(s) as necessary.</b>	<ul style="list-style-type: none"> <li>Ensure the school's COVID19 Risk Assessment is reviewed and updated to reflect any advice or guidance given from PHE.</li> <li>Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc.</li> </ul>				First Aid Policy

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21	<b>Site manager reviews cleaning arrangements.</b>	<ul style="list-style-type: none"> <li>• <b>Ensure thorough cleaning of the school in line with the latest guidance.</b></li> <li>• Comply with Health and Safety Guidance – Colleagues should be aware of the <a href="#">PHE: Cleaning of non-healthcare settings</a> which should be followed in the event of a suspected or confirmed case.</li> <li>• Classrooms and other areas deep cleaned.</li> <li>• Discuss with cleaning contractors or cleaning colleagues the additional cleaning requirements and agree additional hours to allow for this.</li> <li>• Keep a copy of the contractor’s COVID19 specific risk assessment on site.</li> </ul>				<p>The updated <a href="#">cleaning of non-healthcare settings guidance</a> describes the cleaning required, disposal of materials, the cleaning of equipment/hard surfaces, and the circumstances in which PPE should be worn.</p> <p>More information on PPE use can be found in the <a href="#">DFE: Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a>.</p>
22	<b>Site manager undertakes health and safety premises inspections.</b>	<ul style="list-style-type: none"> <li>• <b>Ensure that premises inspections of all areas of the school site, including outdoor spaces continue to be carried out at regular intervals.</b></li> <li>• As per Health and Safety Procedures which has been reviewed or updated as appropriate.</li> <li>• Review and update risk assessments and ensure that any changes are communicated to colleagues.</li> <li>• Check access to hand washing facilities and other hygiene measures.</li> <li>• Remove any equipment that may be necessary (as advised by PHE).</li> </ul>				<p><a href="#">DFE: Return to School Guidance Annex A Health &amp; Safety Risk Assessment</a>.</p> <p>Health and Safety Procedures <a href="#">DDCMS: COVID Secure Notice</a>.</p>
23	<b>Site manager prepares the site for partial or full closure at the direction of PHE.</b>	<ul style="list-style-type: none"> <li>• Re-establish suitably accessible information and posters for parents and visitors in welcome areas e.g. guidelines for hand washing and social distancing etc.</li> <li>• School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser.</li> <li>• Contact contractors and inform them of the closure details and any arrangements on site including social distancing. Request information from the contractor about how they comply with their own sector specific guidance.</li> <li>• Confirm any alternative providers have appropriate safety arrangements in place in relation to COVID19 for any pupils attending.</li> <li>• Agree arrangements ensuring for statutory checks to continue e.g. legionella, fire, etc.</li> </ul>				<p>See resources such as <a href="#">e-bug</a> and <a href="#">PHE campaigns</a>.</p> <p><a href="#">DFE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation &amp; security</a></p> <p><a href="#">DFE: Full opening guidance Section 1</a> gives public health advice to minimise COVID19 risks.</p>

## Responding once a local outbreak has been confirmed by PHE: Safeguarding

24	<b>Designated Safeguarding Lead reviews safeguarding arrangements (including online safety)</b>	<ul style="list-style-type: none"> <li>• Ensure adherence to statutory duties as outlined in KCSIE 2020.</li> <li>• Ensure suitably trained people are on-site (or, in the case of small schools, available/contactable during school hours).</li> <li>• Review online safety considerations in and out of school.</li> <li>• Consider safer recruitment or any issues relating to movement of colleagues.</li> <li>• Ensure record keeping is up to date particularly where children have not been in school, or where they have attended other settings.</li> </ul>				<p>Schools <b>must</b> have regard to the statutory <a href="#">Keeping Children Safe in Education 2020</a>.</p>
25	<b>Designated Safeguarding Lead reviews support for vulnerable families and members of the community at higher risk.</b>	<ul style="list-style-type: none"> <li>• <b>Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak.</b></li> <li>• Regular telephone calls to families.</li> <li>• Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate.</li> <li>• Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community.</li> <li>• Decide which colleagues will be the single point of contact for families and communicate.</li> <li>• Update the website as applicable.</li> <li>• Brief colleagues to be alert to signs of poor welfare, poor mental health or neglect that may escalate during any additional school closures and agree referral route to DSL team.</li> </ul>				<p><a href="#">TES article on how to support disadvantaged families.</a></p> <p><a href="#">PHE’s review of the impact of Covid-19 on BAME groups</a> identified <i>“There is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID19”... “Longstanding inequalities have been exacerbated by COVID19”.</i></p> <p><a href="#">BAMEed’s resources.</a></p>