

St. Peter's CE Academy

COVID 19 Outbreak Management Plan January 2022



Introduction

This plan is based on the [contingency framework](#), published by the Department for Education (DfE), which describes the principles of managing local outbreaks of Coronavirus (COVID-19) in education and childcare settings. The framework covers:

- the types of measures that settings should be prepared for
- who can recommend these measures and where
- when measures should be lifted
- how decisions are made

Prioritising education

The overarching objective is to maximise the number of children and young people in face to face education and to minimise any disruption in a way that best manages the COVID-19 risk.

The impact 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 should endeavour to keep any measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so. Measures affecting education and childcare settings across an area should not be considered in isolation, but as part of a broader package of measures.

Attendance restrictions should only ever be considered as a last resort – neither contacts or siblings of positive cases should be asked to isolate. Where measures include attendance restrictions, the Department for Education (DfE) may advise on any groups that should be prioritised.

The government will try to give as much notice as possible of any changes to the way settings should operate.

Collaboration

Multi-agency collaboration and communication is important in ensuring consistency in approach across England wherever issues occur, so that no group of children, pupils or students is unfairly disadvantaged. Local authorities, DsPH and DfE's regional schools commissioners (RSCs) should maintain close working relationships through their regional partnership teams (RPTs).

St. Peter's CE Academy will only implement some, or all, of the measures in this plan in response to recommendations provided by the Director of Public Health (DsPH), Public Health England (PHE) or the national government. Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings.

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When to take extra action

The [operational guidance](#) sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. This guidance informs our school [risk assessment](#) which is reviewed every 6 weeks.

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

All settings should seek public health advice if a child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements.

When the thresholds are reached, education settings should review and reinforce the testing, hygiene and ventilation measures they already have in place.

Actions to consider when threshold is reached

At the point of reaching a threshold, education 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

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 mean that the thresholds for extra action can be higher than set out in this document.

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Measures that settings should plan for

Topic	Contingency Framework	School Action	Impact
Testing	Lateral Flow testing of staff in primary schools could be increased.	<ul style="list-style-type: none"> All staff to administer lateral flow tests twice a week from September 2021. If a member of staff is identified as a close contact of someone who has tested positive for COVID-19, they will test daily for 7 days. If recommended, staff will increase the frequency of home testing to daily tests. 	<ul style="list-style-type: none"> No impact to learning in school. Parents will be informed via the email communication system.
Face masks	Use of face masks indoors (for staff) in primary schools.	<ul style="list-style-type: none"> Face masks will remain voluntary on site for all parents from September 2021. Face masks will be worn by all staff indoors in communal areas. If there is an outbreak in school, face masks will become compulsory for all staff, in all areas of school, unless eating or drinking. Primary age children are not expected to wear a face mask. 	<ul style="list-style-type: none"> No impact to learning in school. Parents will be required to wear a face mask on site if an outbreak occurs. Parents will be informed via the email communication system.
Shielding	<p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be CEV are not being advised to shield again.</p> <p>If you were previously identified as CEV, you should take advice from your health professional on whether additional precautions are right for you.</p>	<ul style="list-style-type: none"> Attendance is mandatory for all children in September. If recommended by health care professionals, additional measures will be put into place to protect the safety of CV children and staff. Remote teaching will only be authorised following DfE guidance. 	<ul style="list-style-type: none"> No impact to learning in school. If DfE advise CV children to work from home, a full programme of remote learning will be provided.

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<p>Other</p>	<p>Settings should make sure their outbreak management plans cover the possibility they are advised to limit:</p> <ul style="list-style-type: none"> • residential educational visits • open days • transition or taster days • parental attendance in settings • performances in settings 	<ul style="list-style-type: none"> • Parents will have limited access within the school building. They will be encouraged to communicate with the school office via phone or email. If parents need to enter the school building, face masks will be required. • Performances will be limited or conducted in small groups. • School trips will be day visits only. 	<ul style="list-style-type: none"> • No impact to learning in school. • Regular newsletters will keep parents informed about limited access to other events. • In the event that arrangements have to be cancelled, parents will be informed via the email communication system in a timely manner.
<p>Limiting attendance (last resort)</p>	<p>High-quality face-to-face education remains a government priority.</p> <p>Attendance restrictions should only ever be considered as a short-term measure and as a last resort:</p> <ul style="list-style-type: none"> • for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission • across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS <p>In all circumstances, priority should continue to be given to vulnerable children and children of critical workers to attend to their normal timetables.</p>	<ul style="list-style-type: none"> • In the event of a full school closure, vulnerable children and children of critical workers will be able to attend the setting as normal. • Year groups bubble groups will be set up on site and led by a class teacher in the specific year group. • All classes will have access to quality remote learning via Microsoft Teams. • Remote learning lessons will be delivered by either the child's class teacher or the other teacher in the year group team. • Remote learning will be a mixture of live lessons and pre-recorded lessons as outlined in the Remote Learning Plan September 2021. 	<ul style="list-style-type: none"> • No impact to learning in school for all vulnerable children and children of critical workers. • Limited impact for all other children as learning is not face to face, but via Teams. • Daily lessons will be provided by a qualified teacher. • Where possible, intervention groups will continue to take place online. • In the event of a full school closure, parents will be advised of arrangements via the email communication system.

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	<p>Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending.</p>		
Workforce	<p>If restrictions on child, pupil and student attendance are needed, leaders of childcare and education settings will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.</p> <p>Employers should have regard to the guidance on clinically extremely vulnerable people.</p>	<ul style="list-style-type: none"> The health status of all staff is known. Priority will be given for all CEV and CV staff to work remotely where possible. Information will be sought in the Spring term regarding critical worker status. This information will be used by the SLT team to put a plan in place in advance of any closures. 	<ul style="list-style-type: none"> No impact to learning in school. Parents will be informed of the structure for remote learning via the email communication system.
Safeguarding and DSLs	<p>There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners:</p> <ul style="list-style-type: none"> local authorities clinical commissioning groups chief officers of police <p>If attendance restrictions are needed in any education or childcare setting, we would expect all local safeguarding</p>	<ul style="list-style-type: none"> If a vulnerable child is absent from school due to a positive COVID case, the school will ensure the vulnerable pupil has access to remote education and the work is completed. The school will agree a plan with the social worker to maintain contact and offer support to the vulnerable family. 	<ul style="list-style-type: none"> No impact to learning as access will be provided by the school. Vulnerable child and family are fully supported. No impact to learning in school for all vulnerable children attending the school setting in the event of a full school closure.

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	<p>partners to be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people will be learning remotely.</p> <p>All settings must continue to have regard to any statutory safeguarding guidance that applies to them.</p>	<ul style="list-style-type: none"> Wellbeing checks will be completed every 2-3 days by the Pastoral team of the vulnerable child. In the event of a full school closure, vulnerable children will be asked to attend the school setting. 	
<p>School meals</p>	<p>Schools should provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.</p> <p>Schools should also continue to provide 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 because they have had symptoms or a positive test result themselves.</p>	<ul style="list-style-type: none"> Monitor attendance daily via the Education Settings form. Any child in receipt of FSM who is absent due to COVID, will receive a food parcel in replacement of the missed meal. 	<ul style="list-style-type: none"> All children receive the school meal entitlement.