



Gresham Village School and Nursery – Outbreak Management/Contingency Planning

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Document Updates

For ease of reference, changes that are made to this document are detailed below:

Date of change	Section, Page and Change
15-07-2021	New document
17-08-2021	Added initial considerations section, and reintroducing contact records . Updated terminology and reference to management of Cases guidance and testing



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Introduction

Following the relaxation of a number of COVID-19 related control measures in educational settings, it may be necessary to reintroduce some measures as a result of an increase in cases either in the setting or in the community more generally. For example:

- to help manage a significant 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)

It is important to consider that the information in this guide reflects the broad requirements. More specific details may be provided at the time of receiving instruction to apply measures by Public Health. Whilst Public Health will work in partnership with you to discuss and agree the likely controls needed and the timescales for implementation it may be necessary to 'step up' changes at short notice. Settings should plan how they will communicate this information to parents, carers and pupils.

Local authorities, the Director of Public Health and PHE health protection teams can recommend implementing the contingency measures described in this document for individual settings or a small cluster of settings as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will take decisions on an area-by-area basis.

Initial Considerations

At the point of reaching a threshold outlined in the [Management of Cases Guidance](#) settings should review the control measures they have in place as identified by their risk assessment and ensure these are being consistently applied. In addition, settings should consider:

- if they can make increased use of outdoor spaces for activities, particularly those involving large groups e.g. assemblies or activities that increase the generation of aerosols e.g. sport or singing
- if fresh air ventilation in indoor spaces can be increased further without causing detriment to thermal comfort
- instigating a deep clean of the setting

Testing

All settings should ensure their contingency plan reflects the possibility of staff and pupils needing to increase testing frequency. This may include:

- Issuing advice on more frequent testing

Face coverings

Settings may be asked to re-introduce the use of face coverings by staff in communal areas, classrooms or staff areas. This may apply to individual settings, to a group of



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settings linked in a single outbreak or for settings across an area as part of an enhanced response package for example due to a variant of concern.

Bubbles/Cohorting

It may become necessary to reintroduce bubbles for a temporary period in order to reduce mixing between groups. Educational Settings will need to consider both staff and pupils and can choose to apply the approach that was previously applied in their setting.

Maintain records of contacts

Educational settings may be asked to reintroduce maintaining records of contacts on a daily basis, noting that it may need to be retrieved for the previous 21 days. If required this must include recording all visitors to the setting and include:

- Accurate details of pupils and staff contacts on a daily basis (including residential information, wraparound care, or transport where applicable).
- Seating plans (where possible)

Please note: settings will need to consider how they will record activities where there are increased numbers including lunchtime and breaks.

Events and parent attendance

The need to change planned events such as Open Days, Transition Days, Parent attendance, performances may be required. This could include delaying events or providing an alternative arrangement such as remote activities and livestreaming.

Educational visits

Where restrictions are being introduced to a setting, visit risk assessments should be reviewed and settings should consider if the visit is still appropriate and safe. Only children who are attending the setting should go on an educational visit.

Outline of Attendance Restrictions

Attendance restrictions will be a last resort, in extreme circumstances. The cohorts described in this section should be used to guide decisions about restricting attendance, as well as prioritising groups for face-to-face education and childcare:

- Vulnerable children and children of crucial workers should be prioritised.
- And children in reception, year 1 and year 2

Where attendance is restricted educational settings will need to reintroduce remote education. Full details on remote education expectations and support available is provided in the school Remote Education Plan.

Please note: Transport services to education settings should continue to be provided as normal.



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Education Workforce

If restrictions on pupil attendance is needed, leaders will need to determine the workforce required on site and if it is appropriate for some staff to work remotely.

Consideration will need to be give to clinically extremely vulnerable members of staff as part of these arrangements.

All education settings must continue to have regard to statutory safeguarding guidance that applies to them and should review their child protection policy that it reflects the local restrictions and remains effective.

Safeguarding and designated safeguarding leads

It is expected that settings will have a trained designated safeguarding lead (DSL) or deputy available on site. However, if there are operational challenges the following two options can be considered:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Vulnerable children and young people

Where vulnerable pupils are absent the setting should explore the reason for absence and discuss concerns. They should:

- encourage pupil to attend, working with the local authority and social worker (where applicable), particularly where the social worker and the Virtual School Head (where applicable) agrees that the child or young person's attendance would be appropriate
- focus on their welfare and ensure that they can access appropriate education and support while they are at home
- Have procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so

If settings are advised to temporarily stop onsite provision, they should discuss alternative arrangements for vulnerable children and young people with the local authority.

Shielding

In the event of a major outbreak or a variant of concern that poses a risk to individuals on the shielding patient this, the requirement to recommence shielding may be reintroduced by national government. Consideration will need to be given to staffing levels as a result of staff needing to shield and remote learning for the small number of pupils that may be notified.



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Meal options

Meal options should continue to be provided for pupils who are in the setting and they must also continue to provide free school meal support for pupils who are eligible and are not attending because they: are self-isolating, have had symptoms or positive test or are a close contact of someone who has COVID-19.

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Contingency planning arrangements

Measure	Related contingency planning information	Actions that will be taken
Communicating requirements	<ul style="list-style-type: none"> • Produce template communications that can be tailored depending on the specific measures being introduced. • Assigned responsibility for updating, approving and disseminating communications in preparation for use • Consider who may need communicating with in the event that measures need to be reintroduced e.g staff, visiting professionals, parents/carers, transport providers 	Letter to parents: Head teacher Contact transport provider: School Secretary Contact school meals provider: School Secretary
Increase the use of home tests (staff and where relevant pupils)	<ul style="list-style-type: none"> • Identify how you will increase your supply of and access to test kits • Consider how you will distribute an increased number of test kits • Complete and review your risk assessment for the storage and distribution of test kits 	School to always have one box of surplus tests.
Face coverings – staff (all settings) Students (secondary and FE)	<ul style="list-style-type: none"> • Ensure communication material includes how to put on, store and take off coverings • Ensure you have signage prepared and available to assist with reminders regarding face coverings around the setting. 	Caretaker to prepare signage. Caretaker to check PPE levels, including face coverings.

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	<ul style="list-style-type: none"> • Maintain a supply of face coverings to offer to those who do not have access to them or have forgotten them. • Consider how you will mitigate for the educational drawbacks in the use of face coverings • Ensure you have additional bins available for disposal of discarded face coverings 	
Bubbles/Cohorting	<ul style="list-style-type: none"> • Maintain plans for bubbling staff and pupils in line with previous approaches • Discuss with dedicated transport providers how they would reintroduce this where applicable 	Return to three bubbles: EYFS, KS1 and KS2.
Contact records	<ul style="list-style-type: none"> • Introduce daily contact records, including visitors noting that it may need to be retrieved for the previous 21 days 	School Secretary
Events and parent attendance	<ul style="list-style-type: none"> • When planning events etc include a plan for cancelling or revising the event for example how you will set up virtual tours or live streaming performances. 	
Educational visits	<ul style="list-style-type: none"> • When planning an educational visit include a plan to cancel or modify the visit in line with attendance and other restrictions in the setting. • Review the settings insurance to understand what is covered in relation to cancellations or modifications 	
Attendance restrictions	<ul style="list-style-type: none"> • Consider how you will reintroduce remote education for individuals and groups of pupils or students including those that are isolating, shielding, in hospital or who are not in a priority group for in 	Implement remote learning plan.

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	<p>person education . Settings will need to be prepared to implement the requirements at short notice.</p> <ul style="list-style-type: none"> • Ensure you have access to the Local Authority contacts to discuss and provide alternative arrangements for vulnerable pupils where necessary 	
Education workforce	<ul style="list-style-type: none"> • Maintain a list of clinically extremely vulnerable and other staff at increased risk to understand the impact of shielding requirements and other arrangements that may need revised control measures • Consider the core staff that will be required to provide on site education to the priority groups • Consider where and how remote working can be applied • Consideration given to and individual assessments reviewed where appropriate. • Consider how you will access supply and temporary staff should you need to 	
Safeguarding and designated safe guarding leads	<ul style="list-style-type: none"> • Review child protection policy to reflect the possible local restrictions and ensure it remains effective (led by the designated safeguarding lead or a deputy) • Ensure you have an adequate number of trained DSL or deputies so that you can maintain an on site presence. 	<p>There are two DSLs. One DSL should be available either in person or via telephone. If both DSLs are out of action, DSL will be available from Cromer Junior or another Trust school.</p>

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	<ul style="list-style-type: none"> • Plan for access to a DSL or deputy in circumstances where an on site presence cannot be maintained for example through: <ul style="list-style-type: none"> - A trained DSL from the setting can be available via phone or online video - Shared trained DSLs or deputy with other settings are available • Identify a senior leader to take responsibility for co-ordinating safeguarding on site 	
<p>Vulnerable children and young people who are absent</p>	<ul style="list-style-type: none"> • Identify a person(s) responsible for following up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence, discuss concerns, welfare arrangements and encourage attendance or provision of alternative education. • Develop a procedure to maintain contact and ensure they are able to access remote education support 	<p>Daily attendance monitoring. Implement class welfare calls based on Class Profiles.</p>
<p>Meal options</p>	<ul style="list-style-type: none"> • Consider alternative options to sourcing and providing meals where restrictions or staffing shortages prevent the usual offer to be provided • Develop plans for the provision of free school meals to eligible pupils/students and who are not attending school because they: <ul style="list-style-type: none"> ○ are self-isolating 	<p>Meals can be brought in from Cromer Junior or Sheringham High. FSM can be delivered as required.</p>

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	<ul style="list-style-type: none">○ have had symptoms or a positive test result themselves○ are a close contact of someone who has COVID-19	
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