

COVID-19

Contingency Plan



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A: Introduction

This model Contingency Plan has been developed in response to the DfE publication: Contingency Framework Education and Childcare Settings (August 2021) [Contingency framework: education and childcare settings \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97222/contingency-framework-education-and-childcare-settings-august-2021.pdf)

The plan should be read in conjunction with the DS COVID-19 Issue 6.1 risk assessment for 2021-22.

The contingency framework describes the principles of managing local outbreaks of Coronavirus in education and child care settings. Local authorities, Directors of public health (DsPH) and PHE health protection teams can recommend measures in individual education and childcare

settings as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will make decisions on an area-by-area basis.

It is a national priority that education and childcare settings operate as normally as possible during the COVID-19 pandemic.

The Contingency Framework describes a good plan as covering:

- Roles and responsibilities
- When and how to seek public health advice
- Details of the types of control measures to put in place as described in our sector guidance

B: Thresholds for implementation (as set out by the DfE in August 2021)

We note 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 is reflected within our COVID-19 Risk Assessment. For our setting(s) it makes 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 us as an indication for when to seek public health advice if we are concerned, noting that:

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

For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period.

Identifying a group that is likely to have mixed closely will be different for each setting.

A group will rarely mean a whole setting or year group. See Appendix A for examples of close mixing.

We will seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. We can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern. We may be offered public health support in managing risk assessments and communication with staff and parents.

C: School level actions once a threshold is reached:

	Actions	Responsible persons	Date in place
Notification to PHE	Local guidance available to key staff to support recording once a threshold has been reached or where school has concerns. INSERT LOCAL NUMBERS HERE	Alex Gingell or Emma Cave	
Testing	Reinforce testing regime amongst the school community. <ul style="list-style-type: none"> • Staff • Families (tests may be obtained from Order coronavirus (COVID-19) rapid lateral flow tests - GOV.UK (www.gov.uk)) <p>NB: Frequency of testing could be increased at the request of the Director of Public Health.</p>	Alex Gingell	
Hygiene	We will reinforce handwashing/sanitisation, ‘catch-it, bin-it, kill-it’ etc. with all groups. This approach continues to be very important.	Alex Gingell or Emma Cave	

	We note the e-Bug COVID-19 website contains free resources including materials to encourage good hand and respiratory hygiene.		
	We will ensure that tissues, soap, hand sanitiser available as required and that the school has sufficient supplies in stock.	Alex Gingell or Emma Cave	
Cleaning	Our cleaning regime will be reviewed to increase frequency of cleaning of frequently touched surfaces, shared equipment etc.	Alex Gingell or Emma Cave	
	We will also consider one-off enhanced cleaning to cover the above.	Alex Gingell or Emma Cave	
Enhanced ventilation	<p>We will consider whether additional activities could take place outdoors including exercise, assemblies or classes.</p> <p>Existing arrangements will be reviewed – can ventilation be enhanced without significantly impacting thermal comfort.</p> <p>(Enhanced monitoring using CO2 detection equipment when available)</p>	Alex Gingell or Emma Cave	

D: Additional potential public health recommendations once a threshold has been met:

	Action	Responsible persons	Date
Use of face coverings	Reintroduction of face coverings may be suggested – the circumstances will be communicated to all parties. (NB: Not applicable for primary aged pupils).	Alex Gingell	
	Our school has a stock of disposable masks that could be deployed in the short term.	Emma Cave	
Reintroduction of short-term attendance restrictions	We are able to reactivate high quality home learning arrangements. (NB This provision must also be provided to pupils who have tested positive for COVID-19 but are well enough to learn from home.)	Jess Lewsley	
	We have considered how a ‘bubble’ system could be reintroduced at short notice.	Alex Gingell	
	On site provision will be retained for vulnerable children and the children of critical workers.	Alex Gingell or Mark Inskip	
	Provision will be in place to retain statutory safeguarding guidance including access to a Designated Safeguarding Lead (or Deputy) throughout the school day.	Mark Inskip	

	<p>Provision will be in place to ensure that any vulnerable children are able to access appropriate education and support whilst they are at home. (NB these children should be encouraged to attend school in the first instance unless they are unwell or self-isolating after a positive test).</p>	<p>Mark Inskip</p>	
	<p>Provision will be in place to support staff remote working. See Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</p>	<p>Mark Inskip</p>	
	<p>Arrangements are in place for liaison with transport providers. If we have been advised to consider reintroducing bubbles to reduce mixing for a temporary period, we will consider whether it is possible to temporarily reinstate any measures previously in place to reduce mixing on transport. Dedicated transport to schools and colleges COVID-19 operational guidance - GOV.UK (www.gov.uk)</p>	<p>Mark Inskip or Alison Elson</p>	
	<p>Provision of meals will continue to all pupils at school. Free school meals/ parcels to be provided to pupils who are unable to attend school because they have symptoms or a positive test result. Providing school meals during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</p>	<p>Emma Cave</p>	

E: Other areas under consideration

	Action	Responsible person	Date
Shielding	In the event of the reintroduction of shielding by national government plans are in place to enable staff to work from home (if required as part of a nationwide directive).	Alex Gingell	
Residential visits	Appropriate cancellation insurance in place to ensure that any visit can be cancelled without financial disadvantage to participants or ourselves.	Alex Gingell	
Educational visits	Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should carefully consider whether the visit is still appropriate and safe. Only students who are attending the setting should go on the visit.	Alex Gingell	
Events involving members of the wider school community	Alternative arrangements are in place if we are required to cancel any of the following events (or similar) <ul style="list-style-type: none"> • Open days • Transition/taster days • Parental attendance in settings • Live performances in settings 	Alex Gingell	

Appendix A: Close mixing (examples from Contingency Framework)

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 childminder minding children, including their own
- childminders working together on the same site
- 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

For boarding schools, this could include:

- staff and children taking part in the same class or activity session together
- children who share the same common space in a boarding house

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- children who have slept in the same room or dormitory together

For wraparound childcare or out-of-school settings, this could include:

- a private tutor or coach offering one-to-one tuition to a child, or to multiple children

at the same time

- staff and children taking part in the same class or activity session together
- children who have slept in the same room or dormitory together