East Sussex County Council

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2 September 2020

Primary Board
Serving the children of ES

Model contingency plan for any potential future outbreak

drawing on current government guidance and current planning in East Sussex schools

This model document is designed to support the school achieving the objectives of contingency planning as outlined in Section 5 of the DfE's 'Guidance for full opening: schools'. It is being kept under review as updated guidance is published by the government and Public Health England and it is complemented by the latest **East Sussex model Risk Assessment** *(See ESCC Schools Message Board)*

School Name: Hamsey Primary School

Headteacher: Rob Newlands; Stewart James

Chair of Governors: Peter Clark; Sue Seymour

Date: 27/09/20

COVID-19

If school is notified of a positive COVID19 test result for a member of staff or a pupil, ***we must contact Public Health England for advice before any decision is made regarding any action and prior to informing staff and parents****.*

Telephone – 0344 225 3861, Option 3 Option 1.

Suspected cases:

- If anyone (staff or pupil) becomes unwell with any of the following: (i) a new continuous cough, (ii) a high temperature, or (iii) a loss or change in their sense of smell or taste (anosmia) they will be sent home.
- The school expects that they will self-isolate, book a test and engage with the NHS Test and Trace process in line with current guidance.

Confirmed cases:

- Having been notified of a positive COVID-19 test result for a member of staff or a pupil, the school will contact Public Health England (PHE) as soon as practicably possible and take actions following the guidance of the PHE Health Protection Team.
- The school will alert the local authority to a confirmed case by e-mailing COVID19.SchoolsInformation@eastsussex.gov.uk

Section A – Ensuring school is prepared for a potential outbreak

A1: Organisation and staffing

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
1	**Keeping leaders and governors up to date with government guidance and advice**	• 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.		RN; SJ; AH	Ongoing as guidance is sent out	The DfE latest documents and guidance webpage is updated regularly: www.gov.uk/government/latest?departments%5B%5D=department-for-education See expectations of contingency planning in Section 5 of the DfE's 'Guidance for full opening: schools'.
2	**Revise and maintain up-to-date lists of vulnerable pupils, those with an EHCP and the children of key workers**	• Speak with parents to ensure lists of priority groups are up to date (CiN, CP plan, CLA, otherwise vulnerable, EHCP and the children of critical workers). *Should PHE advise full closure it is likely that the school should remain open for these groups* • Work with partners (inc parents, LA and social workers) to: (i) identify whether individual vulnerable pupils should continue to attend the school in the event of any future partial/full closure (ii) ensure EHC plans and risk assessments are up to date.		RN; SS; SJ	Review fortnightly	

		• Liaise with the LA and local schools to outline draft procedures should school be unable to open for children in priority groups to agree the most appropriate solution locally.				
3	**Staffing**	• Check and update staff home working considerations – ensure decision making is transparent and fair. • Consider different staffing scenarios. • Update staff/governors accordingly. • Ensure that risk assessments, plans and provision for individuals (staff and/or pupils) who are classified as **clinically vulnerable** or **clinically extremely vulnerable** are in line with the latest Guidance for full opening of schools • Regularly update the school staffing audit as situations may change • Revise school induction programme to ensure NQTs / new staff are informed of expectations and processes should a local outbreak occur	On-going monitoring of vulnerable staff; individual risk assessments have been completed	RN; SJ; CY RN; SJ; CY RN	1/9/20 7/9/20 Weekly checks On-going 28/9/20	Check advice from your HR provider. If you are a PT03 customer and do not know who your dedicated HR Consultant is you can call the duty line on 01273 481300 for a same – day response, ESCC HR advice and tools for subscribing schools is on the Webshop. COVID 19 – HR Advice and Government Guidance PHE review of the impact of Covid-19 on BAME communities www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities DfE guidance re induction of NQTs during the pandemic – www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers

						DfE support for pupil and staff wellbeing in the current situation. See information about extra mental health support for pupils and teachers
4	**Remind all staff and parents of their responsibility to understand and engage with the NHS Test and Trace process.**	**Ensure website and letter home used to communicate to staff and parents that they should be ready and willing to:** • **(i)** book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. • **(ii) provide details** of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • **(iii)** self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)		RN; SJ; AH; CY	Weekly updates for staff and parents from 7/9/20	
5	**Communication**	Plan how you will communicate to staff, parents and the local community should there be a local outbreak and the Upper Tier Local Authority (UTLA) working with PHE require the school to: (i) send a group/class home to engage in remote learning (ii) apply the tiers of national restriction for education and childcare		SJ; RN; AH; CY	14/9/20	https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction

6	**Infection prevention and control**	Ensure that the school continues to adhere to government implementing protective measures in education and childcare settings 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		RN; AH; GB; HI	7/9/20	implementing protective measures in education and childcare settings

A2: Curriculum planning

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
7	**Devise school plans for immediate provision should PHE advise a group/class to self-isolate**	Scope the outline timetable / expectations for remote learning so that: • school can provide an immediate remote education to any class/group identified by PHE as needing to self-isolate • this remote curriculum is of equivalent length to the core teaching pupils would receive in school and offers daily contact with teachers Agree these principals with governors and then share any outline plans / expectations with staff, parents and pupils		SJ PC; SS	11/9/20 Share at Sep. governor meeting	See expectations of contingency planning in Section 5 of the DfE's 'Guidance for full opening: schools'. Curriculum maps for key subjects for year groups from YR-Y 9 will be published in July From that start of the autumn term, Oak National Academy will make available free video lessons

						covering the entire national curriculum and specialist resources to support SEND
8	**Devise school plans for immediate provision should PHE advise temporary school closure during an outbreak**	Scope the timetable / expectations for any future lockdown curriculum so that should the school be advised to close it: • can provide an immediate remote education to all year groups • this remote curriculum is of equivalent length to the core teaching pupils would receive in school and offers daily contact with teachers • the school has the capacity to remain open only for vulnerable children and the children of critical workers if required to do so by PHE Agree these principals with governors and then share any outline plans / expectations with staff, parents and pupils		RN; SJ SJ; PC; SS	11/9/20 Share at governor meetings in Term 1	See expectations of contingency planning in Section 5 of the DfE's 'Guidance for full opening: schools'. Curriculum maps for key subjects for year groups from YR-Y 9 will be published in July The DFE has recommended: • a list of remote learning case studies • a list of quality assured online resources for home education • resources made available by the Oak National Academy • BBC Bitesize Early years settings can direct parents to: • the DfE's Hungry Little Minds campaign • the BBC's Tiny Happy People

						• the National Literacy Trust's Family Zone
9	**Learning from the impact of lockdown on different groups.** Planning the improvements needed for any future remote provision	Evaluate the online and offline resources and approaches used during the lockdown between March and July to establish which were most effective and why. Review teacher assessment of the impact of lockdown and gaps identified for different groups of pupils (SEND, vulnerable, PP, most able etc). Agree strategies to address this in class and the principals that should inform any future remote learning Offer CPD to staff to share best practice and ensure consistency in teacher's skills to use the approaches and any IT resources / platforms identified for use during lockdown		RN; SJ RN; SJ RN; SJ	21/9/20 29/9/20 ongoing	DfE quality assured list of remote education resources which are available to schools and parents EdTech Demonstrator Programme shares effective use of tech for remote education DfE Full return to school guidance details for supporting SEND pupils Annex B EHCP Plans EEF guidance on making the best use of teaching assistants
10	**Planning to reduce pupil, staff and parental anxiety**	Review the impact of the provision for pastoral support and wellbeing *(as detailed in Part B of the full return to school recovery plan)* Ensure that the school's communication, curriculum, nurture and team building activities suitably introduce the potential for the possibility of future local outbreaks.		SS and SLT	Using the LA Model Plan from 1/9/20	**LA model Full Return Recovery Plan** *(found on ESCC Schools Message Board)– see Part B*

		Support pupils and parents to understand what may happen in school should there be a local outbreak				

Section B – Responding once a local outbreak has been confirmed by PHE

B1: Managing the remote curriculum

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
11	**Implement plans as outlined in Section A above**	Plan strategy to communicate to parents of: (i) the self-isolating group, or ((ii) application of the tiers of national restriction for education and childcare if advised to do so by the UTLA working with PHE.		SJ; RN	14/9/20	https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction
12	**Managing the curriculum provision during the PHE advised period of remote learning**	Ensure oversight of the curriculum so that it continues to build on pupil's knowledge and skills incrementally by: • Coordinating daily provision of ambitious work across a number of subjects • Monitoring the consistency of teachers' interactions, assessment and feedback systems • Supporting teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments		RN; MD	As required	Curriculum maps for key subjects for year groups from YR-Y 9 will be published in July DfE quality assured list of remote education resources which are available to schools and parents

13	**SEND and vulnerable pupils**	Ensure oversight of a broad and ambitious curriculum for pupils with SEND (whether in school or at home during lockdown) 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. Ensure provision meets the needs of vulnerable pupils		SS SS SS; RN	As required 28/9/20 As required	DfE quality assured list of online SEND remote education resources DfE Full return to school guidance Annex B EHCP Plans
14	**Practical considerations**	Provision of hard copy resources for pupils who don't have IT access		SS; RN		Government information on increasing internet access for vulnerable and disadvantaged children

B2: Organisation and staffing

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
15	**Maintaining accurate attendance records**	Confirm with the DfE the expectations of recording attendance during any local outbreak. • 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. Read the guidance on shielding.		SJ; AH	On-going (as required)	

		• Pupils with a social worker and the otherwise vulnerable – attendance is likely to be expected during the outbreak. • EHCP – attendance likely to be expected where risk assessment identifies that their needs can be as safely met in school. Liaise with parents *(as outlined in section 13 above)* Communicate attendance expectations to staff, pupils and parents. Follow the advice from the DfE in terms of recording attendance and coding absence during the outbreak		SJ; RN SS RN; SJ; SS		
16	**Staffing**	Update risk assessments for the temporary deployment of any staff that are clinically vulnerable, or clinically extremely vulnerable Communicate to staff and volunteers the school's expectations that anyone who displays symptoms of coronavirus (COVID-19) can and should book a test.		CY SJ; RN; CY	On-going (as required)	For clinically vulnerable and extremely vulnerable staff leaders and governors should continue to follow the advice set out in the guidance on implementing protective measures. DfE support for pupil and staff wellbeing in the current situation. See information about extra mental health support for pupils and teachers
17	**External contractors**	• Contact the school meal service provider (if appropriate)		AH	As required	

	Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward.	• Contact fruit provider (if appropriate) • Contact milk provider (if appropriate) • Contact regular visitors (as appropriate) • Contact transport providers (if appropriate – ensuring adherence to latest DfE guidance re transport) • Update governors accordingly				
18	**Travel arrangements**	Devise plans to support staff and parents to adhere to any travel restrictions that have been put into place by the government as a result of the local outbreak		SJ; RN; AH	As required	
19	**Trips and clubs**	Revise provision in line with any specific guidance given by PHE	Initial club provision restricted to breakfast club and after school 'wrap around' care	RN; AH	On-going	Refer to guidance on protective measures for holiday, after school clubs and other out of school settings for more information
20	**School meals**	Respond to any advice from PHE regarding how the school should proceed with the provision of school meals.		AH; RN	On-going	Should no changes be recommended then ensure that the school continues to follow the guidance on supporting children eligible for free schools meals

B3: Health and Safety

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance

21	**Revise risk assessment(s) as necessary**	• Ensure the school's COVID19 Risk Assessment is reviewed and updated to reflect any advice / guidance given from PHE. • Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc.		CY; RN CY; HD; AH	1/9/20; regular updates 30/9/20	**East Sussex model Risk Assessment** *(See ESCC Schools Message Board)* *Model first aid risk available via the H&S pages on Webshop for those schools purchasing the service.*
22	**Cleaning** Ensure thorough cleaning of the school in line with the latest guidance	• Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the COVID-19: cleaning of non-healthcare settings guidance which should be followed in the event of a suspected or confirmed case • Classrooms and other areas deep cleaned. • Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. • Keep a copy of the contractor's COVID19 specific risk assessment on site.		AH; HI;	From 1/9/20	The updated cleaning of non-healthcare settings guidance describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the circumstances in which personal protective equipment (PPE) should be worn. More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.
23	**Health and Safety premises inspections** Ensure that premises inspections of all	• As per local health and safety policy which has been reviewed or updated as appropriate.		AH	From 7/9/20	**East Sussex model Risk Assessment** *(See ESCC Schools Message Board)* DfE Return to school Guidance Annex A Health

	areas of the school site, including outdoor spaces continue to be carried out at regular intervals.	• Review and update risk assessments and ensure that any changes are communicated to staff. • Check access to hand washing facilities and other hygiene measures. • Remove any equipment that may be necessary (as advised by PHE)				& Safety Risk Assessment www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A
24	**Site** Prepare the site for partial or full closure at the direction of PHE	• Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc. • School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser • Contact contractors and inform them of the closure details and any arrangements on site including social distancing. • Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending. • Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire, etc.		SJ; RN; AH; CY	From 1/9/20	DfE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation & security: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak DfE full opening guidance Section 1 gives updated advice to minimize Covid-19 risks: Section 1 Public health advice to minimise risks

B4: Safeguarding

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
25	**Safeguarding (including online safety) during the outbreak**	• Ensure adherence to statutory duties as outlined in KCSIE 2020 • Update Code of Conduct for staff to include COVID-19 issues • Ensure suitably trained people are onsite • Review online safety considerations in and out of school • Consider safer recruitment / issues relating to movement of staff • Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other settings.		RN; CY; SJ; SS	1/9/20 and on-going	Schools **must** have regard to the statutory KCSIE 2020 safeguarding guidance, keeping children safe in education Schools should also refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. East Sussex SLES Safeguarding team: https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/
26	**Support for vulnerable families and members of the community at higher risk** Plan support packages for these families in order to help alleviate	• Regular telephone calls to families • Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate. • Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk		RN; SS; CY	Ongoing	TES article on how to support disadvantaged families: https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families ISEND guidance:

	heightened anxiety during an outbreak	reduction strategies relevant to the school community • Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents. • Update the website as applicable. • Brief staff 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.		RN; SJ		https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf PHE's review of the impact of Covid-19 on BAME groups identified *"There is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19"* *"Longstanding inequalities have been exacerbated by COVID-19"* BAMEed's resources https://www.bameednetwork.com/resources