

**Powerstock CE VA Primary School**

*Learning together to be the best that we can*

COVID-19 Outbreak Management Plan

2022-23

If you have been alerted, via an official channel, to a school or local outbreak

go straight to [**Section 3**](#_Stepping_measures_up) for immediate actions to take.

|  |  |
| --- | --- |
| School Name | Powerstock CE VA Primary |
| Type of School | Primary |
| School address | School Hill, Powerstock, Bridport, DT6 3TB |
| Number of staff | 10 |
| Number of pupils | 56 |
| Age range of pupils | 4-11 |
| Office telephone number | 01308 485380 |
| Office email address | office@powerstock.dorset.sch.uk |
| School website  | https://powerstock.school/ |
| Plan owner  | Mrs Louise Greenham  |
| Plan author | Mrs Louise Greenham  |
| Date of approval  | 12 October 2021 |
| Date of last update | 4 October 2022 |

* This plan (when completed) is a protected document (shared with key staff and appropriate school governors only).
* Do not allow any information to be copied or shared without prior approval from the plan owner.
* Ensure that all key staff are aware of the contents of this plan and have a full understanding of the actions required within it.
* Ensure that all staff and school governors are aware of its existence.

# Guidance for completing this template plan

[This page can be deleted from your plan once it has been competed]

* Any table in a **red box** needs to be completed.
* Your information should be completed in the **right hand column** of each table.
* Information in **[square brackets]** on the right side of the tables is purely there to help and prompt and can be deleted once that section is completed.
* Where the template asks for **‘Named contact(s)’** this refers to the person who would be responsible for carrying out the actions within that procedure. Where there are multiple people doing different actions within the procedure make this clear.
* The plan should be written from the point of view that if the author or owner of the plan were not present then any member of staff would be able to follow the procedures.
* In **section 4,** where there are procedures for teaching provision which do not apply to your school simply delete the boxes which are not relevant. Conversely, if you have a type of teaching provision within your school which is not included please add another box (simply copy and paste an existing box and change the wording).
* When completed, this plan is the is the property of the school and should be amended in line with current government and local authority advice.
* The **contents page** can be updated automatically by clicking on the table so that a menu appears at the top, then selecting ‘Update table’ and then ‘Update entire table’.

* Subsequent versions of the template may be issued, so please ensure you are completing the most up to date version. Any new versions will be issued with the weekly **‘Pulling Together Nottinghamshire: Bulletin’** and a list of amendments will be included.
* Where there is a link to **guidance** we will endeavour to make sure that it links to the latest version, but it is always worth checking that it is the most up to date information available.
* PLEASE NOTE: whilst this template may refer to ‘schools’, it can be adapted to be used for **any education or childcare settings.**

Contents

[Guidance for completing this template plan 2](#_Toc77670752)

[1. Introduction 4](#_Toc77670753)

[a. Risk assessment 4](#_Toc77670754)

[b. Guidance links 5](#_Toc77670755)

[c. Key points for consideration 5](#_Toc77670756)

[2. Roles and responsibilities 6](#_Toc77670757)

[a. List of individuals/organisations who play an important role in providing support and advice to schools 6](#_Toc77670758)

[b. List of individuals or teams within the school with a role within this plan 6](#_Toc77670759)

[3. Stepping measures up and down 7](#_Toc77670760)

[a. Procedure for reacting to a school or local area outbreak 7](#_Toc77670761)

[b. Procedure for stepping down measures 7](#_Toc77670762)

[4. Control measures 8](#_Toc77670763)

[a. Testing 8](#_Toc77670764)

[b. Face coverings 9](#_Toc77670765)

[c. Shielding 9](#_Toc77670766)

[d. ‘Bubbles’ 10](#_Toc77670767)

[e. Other measures 11](#_Toc77670768)

[f. Tracing close contacts 12](#_Toc77670769)

[5. Attendance restrictions 13](#_Toc77670770)

[a. Types of teaching provision 13](#_Toc77670771)

[b. Types of teaching provision (support) 15](#_Toc77670772)

[c. Other considerations where attendance has been restricted 15](#_Toc77670773)

[6. Recovery 19](#_Toc77670774)

[a. Debriefing 19](#_Toc77670775)

[b. Pupil and staff wellbeing and support 19](#_Toc77670776)

# Introduction

This outbreak management plan details the actions school leaders should take after they have been notified of a school or local outbreak to reduce the risk of transmission of coronavirus (COVID-19), including responding to variants of concern, including:

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

All education and childcare settings should have outbreak management plans outlining how they would operate if there were an outbreak in their setting or local area. If you have several confirmed cases within 14 days, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. You can reach them by calling the **DfE helpline on 0800 046 8687** and selecting option 1 for advice on the action to take in response to a positive case.

Local authorities, Directors of Public Health (DsPH) and PHE health protection teams (HPTs) are responsible for managing localised outbreaks and can recommend measures (described below) in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

This outbreak management plan should describe how this school would operate if specific measures were recommended and should also include how the setting would ensure every, pupil receives the quantity and quality of education and care to which they are normally entitled.

## Risk assessment

* You must comply with health and safety law and put in place proportionate control measures.
* **This plan does not replace the need to keep your school risk assessment up to date.**
* It is vital that a risk assessment is fully implemented which outlines proportionate control measures to manage and reduce the risk of COVID-19 transmission. **The existing COVID-19 school risk assessment model template should be used to fulfil this requirement.**
* It is important that this risk assessment is a live document that is kept up to date as required. The most efficient and effective way to update your current risk assessment would be to show in the document which existing control measures have been removed by using strike through text. This will make it easier to communicate the changes with staff and if necessary, reintroduce measures if required at a future date. This exercise will need to be completed before operational changes are made.
* H&S Covid-19 Risk Assessment (General and Individual) -

## Guidance links

Completion of this template will be achieved in conjunction with the following list of guidance, however, **please note that this guidance is constantly being updated and it is important that you make sure you are working from the latest version**

* [Contingency framework: education and childcare settings (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings)

## Key points for consideration

* The impacts of having missed education during the pandemic are severe for children, young people and adults. The school understand and will continue to carefully manage the impact on all staff, governors, visitors and volunteers. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks.
* Decision-makers should endeavour to keep any measures to the minimum number of schools 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 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.**
* Where measures include pupil attendance restrictions, the Department for Education (DfE) may advise on any groups that should be prioritised.

# Roles and responsibilities

|  |
| --- |
| List of individuals/organisations who play an important role in providing support and advice to schools |
| **Person/Organisation** | **Contact details** |
| Director of Public Health Dorset | Contact via publichealth-hp@dorsetcouncil.gov.uk |
| Local authorities (LAs) | Contact via vik.verma@dorsetcouncil.gov.uk |
| Department for Education | The **DfE helpline on 0800 046 8687** (selecting option 1) can help with advice on the action to take in response to a positive case. |

|  |
| --- |
| List of individuals or teams within the school with a role within this plan |
| **Person/Role** | **Responsibilities / contact details** |
| [e.g. Head Teacher,Outbreak Management Team,Facilities Management]  | Head Teacher – Louise Greenham  |
|  |  |
|  |  |
|  |  |

# Stepping measures up and down

* You will be alerted to a school or local outbreak, and do not need to activate measures within this plan before you receive that alert
* An alert may come from a number of sources (e.g. Director public health or their team, Public Health England (PHE) Health Protection Team, or a relevant person from the local authority).
* Do not act on information from unofficial sources – seek more information from one of the above contacts first.
* Whoever receives the alert should ask for, and record, as much information as possible.

|  |
| --- |
| Procedure for reacting to a school or local area outbreak |
| Information to record | [Who was the source of the alert?Is this a school or local outbreak?What advice are they currently giving?] |
| Named contact(s) for responding to the alert |  |
| Specific actions required | [What are the initial actions they are required to take – e.g. who do they notify, what measures do they start to instigate] |

The same applies for stepping down additional measures - wait for, or seek, assurance from the source who issued the alert that is safe to relax restrictions before doing so.

|  |
| --- |
| Procedure for stepping down measures |
| Named contact(s) | Louise Greenham  |
| Information to record | PHE advice to be recorded and disseminated.  |
| Specific actions required |  |

# Control measures

Details in this section outline how this school will respond should any of the following measures be reintroduced into the school or local area.

## Testing

|  |
| --- |
| Procedure for reintroduction of **asymptomatic testing sites** (ATS) for pupils and staff |
| Named contacts(s) | Louise Greenham – Head TeacherNatalie Newcombe – Finance officer/office admin |
| Location | Distribution in office of packs |
| Testing schedule | To be determined at the time of the outbreak |
| Communications | HT is responsible and will communicate by text/emailHow are staff and pupils informed of the requirement to attend asymptomatic on-site testing?] |
| Specific actions required | Staff would need to test daily during time of contact isolatiing due to infection.  |
| Weblink to guidance | [Awaiting guidance]Ordering test kits for schools and FE providers - (www.gov.uk) |

|  |
| --- |
| Procedure for **additional testing**, e.g. encouraging more home testing |
| Named contacts(s) | Louise Greenham  |
| Communications | Twice weekly testing will be encouraged as before on Sunday and Wednesday evening before 8pm if possible.  |
| Specific actions required | [To be determined at the time of the outbreak] |
| Weblink to guidance | [Ordering test kits for schools and FE providers - (www.gov.uk)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)[Getting a free PCR test to check if you have coronavirus (COVID-19) (www.gov.uk)](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) |

## Face coverings

**NOTE:** In all cases any educational drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission.

|  |
| --- |
| Procedure for establishing the use of **face coverings** |
| Named contacts(s) | Louise Greenham  |
| Communications | Staff will be contacted by email/text alerting to the email should face coverings need to be introduced.Signs in entrance hall to be placed by Natalie Newcombe if needed. Visitors would be at an absolute minimum in this case. Parents/visitors/website will contain information about wearing of face coverings in the event of raised infections.  |
| Use of face coverings | Medical face coverings are provided.Staff can wear cloth ones if they choose, they are provided.Face shields can be worn by those needing to lip read/choosing to wear them.  |
| Weblink to guidance | [Face coverings in education (applies until Step 4) (www.gov.uk)](https://www.gov.uk/government/publications/face-coverings-in-education)[Use of PPE in education (www.gov.uk)](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits) |

## Shielding

**NOTE:** Shielding for staff and pupils will only be introduced by national government.

|  |
| --- |
| Procedure for reintroduction of **shielding for pupils** |
| Named contact(s) | Louise Greenham  |
| Specific actions required | No current staff or pupils on roll needing to shield. [What is your process for identifying clinically extremely vulnerable (CEV) pupils and staff?What actions will you take to ensure that CEV pupils are able to follow the shielding guidance? e.g. communications with parents, provision of remote education for CEV pupils.] |

|  |
| --- |
| Procedure for reintroduction of additional **shielding measures for staff** (including staff who are pregnant |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required |  |
| Risk assessment |  |

## ‘Bubbles’

**NOTE:** From 19th July 2021, the move to Step 4 means there will no longer be a requirement to keep children in consistent groups (‘bubbles’), meaning that bubbles will no longer need to be used for summer provision or in the autumn term, however, local authorities, Directors of Public Health and PHE Health Protection Teams may recommend the reintroduction of ‘bubbles’ as a temporary measure.

|  |
| --- |
| Procedure for the reintroduction of **‘bubbles’** |
| Named contact(s) | Louise Greenham  |
| Specific actions required | 3 class bubbles will be reinstated as in 2020/21.Staff would revert back to same timetables for playtimes and lunches. Different sections of the playground to be used, toilets to be clean and used accordingly. See risk assessment for March 2021.  |
| Weblink to guidance | [Bubbles](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance?utm_source=18%20August%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#mixing-and-bubbles) |

## Other measures

**NOTE:** Local authorities, Directors of Public Health and PHE Health Protection Teams may recommend these precautions in one setting, a cluster of settings, or across an entire area.

|  |
| --- |
| Procedure for limitations around **residential educational visits** |
| Named contact(s) | Louise Greenham/ ECV Joanna Cleden |
| Specific actions required | EV insurance to be confirmed in event of cancellation.  |
| Weblink to guidance | [Education visits](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges?utm_source=18%20August%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#educational-visits) |

|  |
| --- |
| Procedure for limitations around **open days** |
| Named contact(s) | Louise Greenham/Angela Oxenbury |
| Specific actions required | Open events for prospective Reception 2022 children will take place by appointment in small groups. An outdoor event in the grounds will be offered. The former will go ahead by Zoom in the event of an outbreak.  |
| Weblink to guidance |  |

|  |
| --- |
| Procedure for limitations around **transition or taster days** |
| Named contact(s) | Louise Greenham/Joanna Cleden/Natalie Newcombe |
| Specific actions required | Transition days/taster days for Year 6 pupils will be planned but carried out on Zoom in the event of an outbreak.  |
| Weblink to guidance |  |

|  |
| --- |
| Procedure for limitations around **parental attendance and visitors** |
| Named contact(s) | Louise Greenham  |
| Specific actions required | Parent evening interviews – October and February Parents will be offered Zoom interviews or child summary in event of an outbreak. |
| Weblink to guidance |  |

|  |
| --- |
| Procedure for limitations around **performances** |
| Named contact(s) | Louise Greenham/Joanna Cleden/Angela Oxenbury  |
| Specific actions required | Harvest, Nativity, Easter and Whole School performance Recorded and distributed performances as before in event of an outbreak.  |
| Weblink to guidance |  |

## Tracing close contacts

From Step 4 onwards contact tracing will be done via NHS Test and Trace. Contacts from a school setting will only be traced by NHS Test and trace where the positive case specifically identifies the individual as being a close contact. You may be contacted in exceptional cases to help identify close contacts.

|  |
| --- |
| Procedure for requests for contact details from **NHS Test and Trace** |
| Responsible person(s) | HT Louise Greenham  |
| Identification approval | Ask for identification of unique school number. |
| Information released | [What contact information is released?The process used and information released here is expected to be the same as for managing other infectious diseases.] |

# Attendance restrictions

**ATTENDANCE RESTRICTIONS SHOULD ONLY EVER BE CONSIDERED AS A LAST RESORT**

As part of their outbreak management responsibilities, local authorities, the Director for Public Health and Public Health England (PHE) Health Protection Teams may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.

The cohorts described below should be used to guide decisions about restricting attendance, as well as prioritising groups to return to face-to-face education.

## Types of teaching provision

|  |
| --- |
| Procedure for limiting attendance in the **main education provision of the school** |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required | [Identification of alternative, high quality remote education to be provided for all pupils not attending.Prioritisation for vulnerable children and young people, and for children of critical workers to attend to their normal timetables.] |
| Weblink to guidance | [School attendance: guidance for schools (www.gov.uk)](https://www.em-edsupport.org.uk/coronavirus-slt)[Contingency framework: education and childcare settings (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings) - contains further prioritisation advice, grouped by type of setting – see section headed Attendance Restrictions. |

|  |
| --- |
| Procedure for limiting attendance in the **alternative provision** |
| Named contact(s) | Louise Greenham  |
| Specific actions required | No current children on roll attending AP  |
| Weblink to guidance |  |

|  |
| --- |
| Procedure for limiting attendance of **out-of-school and wraparound childcare** |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required |  |
| Weblink to guidance | [Protective measures for holiday or after-school clubs and other out-of-school settings (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers) |

|  |
| --- |
| Procedure for limiting attendance of **holiday activities and food programme**  |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required |  |
| Weblink to guidance | [Holiday activities and food programme (www.gov.uk)](https://www.gov.uk/get-coronavirus-test) |

## Types of teaching provision (support)

|  |
| --- |
| Procedure for supporting the **education of pupils in hospital** |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required |  |
| Weblink to guidance |  |

## Other considerations where attendance has been restricted

* **Remote education**

Where appropriate, pupils who need to self-isolate because they have tested positive will be supported to learn from home if they are well enough to do so.

|  |
| --- |
| Procedure for providing **remote education** to pupils |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required |  |
| Weblink to guidance | [Get Help with Remote Education (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)[Get help with technology during coronavirus (www.gov.uk)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care)[Remote Education Temporary Continuity Direction: explanatory note (www.gov.uk)](https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note) |

* **Safeguarding and designated safeguarding leads**

|  |
| --- |
| Procedure for ensuring **safeguarding** is maintained |
| Named contact(s) | Louise Greenham/Joanna Cleden/Anna Seal  |
| Specific actions required | SG cycle of review, Level 2 update 15.9.21 |
| Weblink to guidance | [Keeping children safe in education](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak)[Working together to safeguard children](https://www.gov.uk/government/publications/holiday-activities-and-food-programme)[Early Years Foundation Stage (EYFS) framework](https://www.gov.uk/government/publications/school-attendance)- read alongside [Early years foundation stage: coronavirus disapplications](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#disapplications-for-the-early-years-foundation-stage-section-3) |

* **Vulnerable children and young people**

|  |
| --- |
| Procedure for impact on **vulnerable children and young people** |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required | [When attendance is restricted, vulnerable children and young people should be prioritised for continuation of attendance at school.Procedures should be in place to maintain contact with vulnerable children and young people when they are absent from school.] |
| Weblink to guidance | [Supporting pupils with medical conditions at school (www.gov.uk)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance) |

* **Transport**

Transport services to schools should continue to be provided as normal where children are attending school.

|  |
| --- |
| Procedure for transport for schools |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required |  |
| Weblink to guidance | [Transport to schools during the COVID-19 pandemic (www.gov.uk)](https://get-help-with-remote-education.education.gov.uk/)[Coronavirus (COVID-19): safer travel guidance for passengers (www.gov.uk)](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) |

* **School meals**

School meals will continue to be provided for all children who are still in school.

Meals will continue to be free for all children who meet the benefits-related free school meals eligibility criteria.

|  |
| --- |
| Procedure for continuation of **free school meal provision** |
| Named contact(s) | [Name/role and contact details] |
| What level of provision will be available? | [e.g. hot or cold meals, or type of lunch parcel?] |
| Specific actions required | [How will it be accessed by those who:* are self-isolating
* have symptoms or a positive test result themselves

are a close contact of someone who has COVID-19] |
| Weblink to guidance | Further information available in the [guidance on providing school meals during the COVID-19 pandemic](https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools) |

* **Educational visits**

|  |
| --- |
| Procedure for undertaking **educational visits** |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required | [Attendance restrictions should be reflected in the visit’s risk assessment.Consider carefully if the educational visit is still appropriate and safe.Only children who are attending the school should go on an educational visit.] |
| Weblink to guidance | [Health and safety on educational visits (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications) |

# Recovery

## Debriefing

|  |
| --- |
| Procedure for debriefing staff after an outbreak |
| Named contact(s) | [Name/role and contact details] |
| Specific actions required | [Lead by PHE] |

## Pupil and staff wellbeing and support

Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on [promoting and supporting mental health and wellbeing in schools](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#contents).

|  |
| --- |
| Procedure for promoting and supporting mental health wellbeing in pupils and staff |
| Named contacts(s) | [Is there a specific person(s) who support mental health issues? Is there a service within the school to provide support?] |
| Resources for promoting mental health wellbeing | [What resources are you using? How are they being promoted?] |
| Support for mental health concerns | [Is there a referral route? How are concerns raised?] |
| Weblink to guidance | [Promoting and supporting mental health and wellbeing in schools (www.gov.uk)](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020#contents)[East Midlands Education Support Service (em-edsupport.org.uk)](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)[HR advice on employee-wellbeing](https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/employee-wellbeing) |