**Twiss Green CP School**

**Contingency /Outbreak Management Plan**

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| **Responsible person for Plan** | **Katy Fuller** |
| **Date approved by Governors** |  |
| **Review date** |  |

This document forms part of a suite of COVID-19 school documents which should be read together and includes the COVID-19 School Risk assessment

COVID-19 is a changing situation and this document will be regularly updated according to local and national policy. School will continue to work with Public Health Warrington publichealth@warrington.gov.uk to ensure that we are as up-to-date as possible. This document has been written in line with the following documents:

* Contingency framework: education and childcare settings August 2021 [Contingency\_Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf)
* Schools COVID-19 Operational Guidance updated 17 August 2021 [DfE operational-guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance)

**1.0 Introduction**

This document outlines what school would do if children, pupils, students or staff test positive for COVID-19, and how school would operate if we were advised to take extra measures to help break chains of transmission.

Given the detrimental impact that restrictions on education can have on children and young people, any measures in school will only ever be considered as a last resort and for the shortest amount of time possible.

Any additional action will be taken on the recommendations of Public Health Warrington and will be consistent with actions described for managing local outbreaks of Coronavirus in the Warrington Outbreak Plan.

**2.0 Definition of an outbreak**

The DFE Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. It states that schools should 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 in the DFE guidance as an indication for when to seek public health advice are:

* 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. 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 break times
* a sports team
* a group in an after-school activity

For FE, this could include:

* students and teachers on practical courses that require close hands-on teaching, such as hairdressing and barbering
* students who have played on sports teams together
* students and teachers who have mixed in the same classroom

If the thresholds above are reached, school will consult with Warrington Education and Public Health Team to discuss if further measures are needed the mechanism for doing this is detailed below.

Public health advice will be sought if a pupil, student, child or staff member is admitted to hospital with COVID-19. This will be done by contacting Public Health Warrington and Warrington Education Team. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

**3.0 Contingency planning**

**3.1 Working with Warrington Education and Public Health Team**

Where a pupil or staff member confirms a positive case of COVID-19, this information will be shared as soon as possible with the Education and Public Health team through the online survey tool <https://www.smartsurvey.co.uk/s/wbcschoolsdataset/>

Information shared will allow the local authority who are responsible for managing localised outbreaks to provide timely support and advice.

The Director of Public Health Warrington or the Public Health Team may give schools 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 above. If they judge that additional action should be taken, they might advise school to take some or all of the other measures described in this document.

**3.2 Baseline Measures**

The DFE Operational Guidance sets out baseline measures that all education settings should have in place to manage transmission of COVID-19. This includes:

* Ensuring good hand hygiene for everyone
* Maintaining appropriate cleaning regimes
* Keeping spaces well ventilated
* Following public health advice regarding testing, self-isolation and managing confirmed cases of Covid-19

At the point of reaching a threshold, school will review and reinforce the testing, hygiene and ventilation measures already in place.

**3.3 Details of the types of Control Measures that could be considered in the event of an outbreak in school**

Wherever additional measures are considered, the objective is to maximise the number of children and young people in face-to-face teaching and minimise control measures that disrupt education, balanced against the risks of COVID-19 transmission.

The following measures, which are not in any particular order and are not exhaustive, would be considered in the event of an outbreak in school. Any measures put in place would be for the shortest period of time possible, and as a last resort following consultation with Warrington Public Health and the Education Team:

* Reintroducing face coverings for staff/visitors in all educational settings/staff communal areas and for pupils/students in secondary school and college
* Reinstating on site lateral flow testing in secondary schools and colleges
* Increasing the frequency of testing
* Limiting educational visits including residential visits and parental attendance
* Restricting attendance such as sending home a class or year group (in extreme cases)
* Reintroducing groups/bubbles

 (See Action Plan Template in Appendix 1)

**3.4 Ensuring that every child / student receives the quantity and quality of education and support to which they are entitled in the event of an outbreak in school**

**3.41 Remote education offer**

In the event that pupils need to work from home, high-quality remote learning will be provided for all students well enough to learn. In line with guidance published by the DfE on 7th January the staff at Twiss Green Primary School will be providing a planned and well-sequenced curriculum so that knowledge and skills are built upon incrementally and will have systems in place for checking, daily, whether pupils are engaging with their work. Mrs Fuller (Acting Head Teacher) has overarching responsibility for the quality and delivery of remote education, she will ensure that provision meets expectations for remote education. Where barriers exist in terms of children accessing remote education, the Headteacher will ensure that school-owned laptops are distributed with a user agreement in place.

The teachers at Twiss Green Primary School have agreed that they will include both recorded and/or live direct teaching time, and time for pupils to complete tasks and assignments independently. They have also provided parents with the following information:

* All parents have been asked to install the ‘Seesaw Class App’ which is used by teachers to upload work for the children to complete and submit and for the teachers to provide feedback.
* All children have been provided with printed resources, such as textbooks and workbooks, to structure learning.
* Live sessions will be provided weekly for English, maths and wellbeing.
* The White Rose Scheme is used for teaching maths in all year groups. Direct feedback is given 2-3 times per week.
* Bug Club is used in YR – Y4 to provide core reading.
* Y5 and Y6 use a combination of Bug Club and Reading Plus.
* Supplementary group reading books will be sent home where possible.
* Teachers monitor the children’s work daily and provide feedback.
* Spelling is taught as it usually is.
* Writing activities are planned so that the children receive teacher input on a daily basis, leading to a finished piece of work once a fortnight - direct feedback is given 2-3 times per week
* Science themes are taught using resources from BBC, Twinkl etc
* Themed work tasks are provided on a weekly basis. Purple Mash may be used for this.
* Teachers will use the same reward systems as when in school: house points, merits and Headteachers Awards.

The DfE recommendation is that children should be spending the same amount of time working at home as they would in school (a minimum of 3 hours in KS1 and four hours in KS2).  We suggest that our children spend time outdoors each day doing some form of physical activity.  Teachers are also providing stimulating and creative work for them to do to ensure that learning is varied and interesting.

Children of Key Workers etc who are attending school, do exactly the same activities during the school day as they would if they were at home. Each bubble is doing one PE session per day (this could be Joe Wickes, Les Mills or Yoga – these are all available online).

Each week the teachers will set up five ‘live’ wellbeing meetings using Google Meet. Parents will receive an invitation for their child to attend the meeting via email and this will provide an opportunity for five or six children from each class to interact with some of their peers and their class teacher on a weekly basis.

**3.42 SEN pupils / vulnerable pupils**

On-site provision will be retained for vulnerable children and young people and the children of critical workers. This includes pupils who have Special Educational Needs and who have an EHC plan.

If a vulnerable child (defined here as a child with a social worker and/or an EHCP) has to isolate then schools are asked to inform Warrington Education Team of this through the Vulnerable Pupil survey: [Schools COVID update Vulnerable Children (smartsurvey.co.uk)](https://www.smartsurvey.co.uk/s/wbcschoolscovidvulnerable/)

**3.43 Safeguarding processes**

Where vulnerable children and young people are absent, school will:

* follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns
* encourage the child or young person to attend school, 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 the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home
* have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so

School will discuss alternative arrangements for vulnerable children and young people with the local authority.

**3.45 Access to school meals**

From September, school meals will be provided in dining rooms to pupils. Where schools encounter an outbreak then the school meals service with work closely with the school leader to agree the best approach for that school around the delivery of school meals whilst the outbreak is contained.

Where pupils are eligible for benefits-related free school meals and are required to self-isolate at home, the service will continue to provide good quality lunch parcels. This will ensure that eligible pupils continue to be supported whilst they are unable to attend school. Where school leaders would prefer vouchers for families, please contact the service and we will work with you to put in place.

For the provision of food parcels / vouchers the school will be required to email the following information to SchoolMealsManagement@warrington.gov.uk:

* Child’s name
* DOB / Year Group
* Isolation start and end date
* Preference of food parcel / voucher.

If you have any issues, please contact the service on 01925 443082 or at:

SchoolMealsManagement@warrington.gov.uk

**3.46 School systems to provide access to FSM if a child is isolating**

A family member will be able to pick up the lunch provided from the school reception area from 11:45 am.

**3.48 Communication about changes to control measures**

Good communication is key to outbreak management. Communicating advice and guidance is an important public health tool to ensure that parents/carers, students and staff have a clear understanding on the current situation and if any changes are to be implemented in response to the outbreak. School will communicate these changes in a timely manner through the following mechanisms:

School email for significant information

Teacher2Parents text service for immediate, short information including alerts to emails

Seesaw Family App for class/teacher communications related to learning

**Appendix 1 – Action Plan:**

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| **Control measure** **(examples listed below – this list is not exhaustive)** | **Rationale for implementing measure** | **Actions to be taken**  | **Date control measure was implemented** | **Date to review control measure** | **Responsible person** |
| Reintroduction of face coverings for staff in educational settings/staff communal areas. | To reduce transmission between staff members. | KF will consult PHE and notify staff that face masks are to be worn by all adults, (unless exempt) with immediate effect. Governors and families will be informed via email. |  |  |  |
| Reintroduction of groups or ‘bubbles’. | To prevent transmission between ‘bubbles’. | KF will consult PHE and notify whole school community, verbally and via email that ‘bubbles’ are to be reintroduced with immediate effect. (All procedures in school have been set up so that this can be done with the least amount of disruption.) |  |  |  |
| Further increase cleaning regime where possible. | To prevent transmission within ‘bubbles’. | KF will consult PHE and notify all staff of the requirement for increased cleaning of surfaces and touch points to 3 times a day. |  |  |  |
| Additional measures for clinically extremely/clinically vulnerable staff and pupils | To protect the most vulnerable. | KF will discuss increased measures on individual basis for those with individual risk assessment. |  |  |  |
| Limiting educational visits including residential visits and parental attendance | To limit the spread beyond our local community. | KF to discuss with individual class teacher the risks of visit and decide to cancel, if that is the most appropriate action. |  |  |  |
| Attendance restrictions(Only in a most serious outbreak that needs such a measure) | To prevent further transmission across ‘bubbles’ and provide a ‘fire-break’. | KF to consult with PHE and Governors and make a combined decision to restrict attendance based on the principle that the oldest pupils will carry out remote learning and the youngest will stay in school.Y5 & 6 remote learningY3 & 4 separate and spread out to prevent transmission across ‘bubbles’.YR, Y1 & Y2 continue in school.All Key Worker and vulnerable pupils will remain in school. |  |  |  |
| Restricting the education WorkforceConsideration of essential operational roles: safeguarding | To prevent further transmission amongst staff. | If attendance is restricted, then staffing might be reduced to a rota system. |  |  |  |