

COVID-19: Outbreak Management Plan

Please note: this risk assessment should be undertaken in conjunction with the operational guidance for schools issued by the DfE on 06/07/2021:

[Schools COVID 19 Operational Guidance](#)

System of controls

Should an outbreak occur, in discussion with Public Health, a decision would be made regarding the reintroduction of some or all of the following control measures:

1. Ensure face coverings are used in recommended circumstances
2. Re-introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
3. Consider how to minimise contact across the site and maintain social distancing wherever possible
4. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary
5. Promote and engage with asymptomatic testing, where available

Assessment conducted by:	L Corbett	Job title:	Principal	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	01.09.21	Review interval:	Half termly	Date of next review:	End October 2021
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Related documents	
Trust documents: Risk Assessment - Step 4	Government guidance: Actions for early years and childcare providers Use of PPE in education and childcare settings PHE cleaning of non-healthcare settings HSE guidance on air conditioning and ventilation DfE contingency Framework

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Ensure face coverings are used in recommended circumstances					
1.1 Reintroduction of Face Covering					
Advice from PH is to re-introduce the wearing of face coverings in the school	H	<ul style="list-style-type: none"> Establish whether the requirement is for face coverings to be worn at all time, including classrooms, or just in social spaces and corridors Communicate the requirement clearly to staff, students and parents (unless an exemption applies) Re-introduce posters and signage to instruct on the wearing of face coverings Ensure that staff supervise and challenge where advice is not being followed Have stocks of face coverings available in school 	Y		M
2. Re-introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach					
2.1 Increase cleaning regime					

<p>Transmission rates increase as a result of contact transmission</p>	<p>M</p>	<ul style="list-style-type: none"> • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection. • Reduced areas of the school used whilst less children and staff in school • Working hours for cleaning staff are increased and additional staff appointed where necessary. • Dining areas, toilets and high frequency areas are prioritised in additional cleaning schedules and for cleaning between use by different bubbles • Cleaning logs completed in key areas e.g. toilets, dining and high frequency areas. • Classroom timetabling is shared to ensure the classrooms are cleaned when free 	<p>Y</p>	<p>•</p>	<p>L</p>
<p>3. Consider how to minimise contact across the site and maintain social distancing wherever possible</p>					
<p>3.1 Re-introduce 'Bubbles'</p>					
<p>Social distancing is not maintained</p>	<p>H</p>	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. 	<p>Y</p>	<p>•</p>	<p>L</p>

		<ul style="list-style-type: none"> • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations - NB for EYFS and KS1 the bubble is designed to protect children that are too young to social distance. 			
3.2 Shielding - CEV					
Clinically Extremely Vulnerable children are advised to shield	M	<ul style="list-style-type: none"> • New starter parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon • Individual risk assessments undertaken for any student identified being at higher risk e.g. Ethnic Minority Groups, CEV and actions put in place in agreement with student/parents • Remote learning provided for any child required to shield • <u>EHCP and risk assessments updated</u> 	Y	•	L
Clinically Extremely Vulnerable staff are advised to shield	M	<ul style="list-style-type: none"> • New and existing members of staff with underlying health issues, those within vulnerable groups or who were previously shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Individual staff risk assessments undertaken where additional risk factors identified e.g. Ethnic Minority Groups, male, over 70, pregnant, extremely clinically vulnerable 	Y		L

3.4 Cancelling face to face events					
Face to face events in school risk an increase in transmission	H	<ul style="list-style-type: none"> All events that would involve gatherings or that would break 'bubbles' would be cancelled e.g. assemblies, open days, transition, taster days, parents evenings, performances Parents and visitors would be advised not to attend site, with meetings being offered online 	Y		L
School trips risk increasing transmission rates	H	<ul style="list-style-type: none"> All trips would be postponed all cancelled, in discussion with trip operators to secure alternative dates or refunds Explore insurance cover via RPA 	Y	•	L
4. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary					
4.2 Provide enhanced PPE					
Infection rates increase placing some staff at higher risk	H	<ul style="list-style-type: none"> PPE would be re-introduced for cleaning and catering staff and those providing personal hygiene Ensure sufficient stocks of PPE are available in school for this enhanced provision to be managed at short notice 	Y	•	L
5. Promote and engage with asymptomatic testing, where available					
5.1 In School Asymptomatic Testing Site					
N/A		•		•	
5.2 Daily Contact Testing					

N/A		•			
6. Partial Closure					
6.1 Maintaining on site provision					
Vulnerable and critical worker provision	M	<ul style="list-style-type: none"> • Vulnerable and critical worker children are identified and known to the school (including new starters) • Communication with families to understand the level of attendance of these groups of children • Rotas in place if necessary to deliver on site teaching/remote learning/blended learning 	Y	•	L
6.2 Remote Learning					
Remote and blended learning not in place for those children not attending school	M	<ul style="list-style-type: none"> • Arrangements in place to support pupils not attending school with remote learning at home • Technology available in school to allow all staff to deliver and support remote and on site learning • Technology available to loan to children to support remote learning (prioritising disadvantaged students) 	Y	•	L
6.3 Safeguarding					
Children not attending school are not monitored	H	<ul style="list-style-type: none"> • Regular safeguarding phone calls to those children not attending • EHE is discouraged where requested by parents/carers • Any concerns about EHE and child safety are reported to DSL and safeguarding policy followed 	Y	•	L

