

**TEMPLATE
APPENDIX - OUTBREAK
MANAGEMENT PLAN– JANUARY
2022**

Primary Schools

**CHECKS AND BALANCES:
RESPONDING TO COVID-19**

A toolkit to support leaders
Version 2 JAN 22

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England.
- ✓ We will maximise the number of children and young people in face-to face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk.
- ✓

COVID-19: Outbreak management plan

Please note: this document is an appendix to the school’s main risk assessment, it should be undertaken in conjunction with the school guidance updated by the Department for Education on 2 JAN 22 as follows: [Actions for schools during the coronavirus outbreak](#).

It outlines how schools would operate if children, pupils, students or staff test positive for COVID-19, or if they were advised to reintroduce any measures described in the Contingency framework document to help break chains of transmission [Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](#).

ACTIONS SHOULD ONLY BE INSTIGATED IF ADVISED by DfE, Public Health or the Local Authority.

| Assessment conducted by: | L.M.Jones | Job title: | HT | Covered by this assessment | Staff, pupils, contractors, visitors, volunteers |
|--|-------------------------|---|---------|----------------------------|--|
| Date of assessment: | 4 th Sept 21 | Review interval: | 2 weeks | Date of next review: | 17 th September |
| Related documents | | | | | |
| School/Trust/Local Authority documents/ : | | Government guidance: Schools COVID-19 operational guidance (publishing.service.gov.uk) (JAN 22) You should have outbreak management plans outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you 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 schools would only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible. Contingency framework: education and childcare settings - GOV.UK (www.gov.uk) (Updated dEC 2021) Describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. | | | |

| Record of Review | |
|-------------------------|--------------------|
| Review Date Jan 2022 | Overview of review |

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 | M |
| | 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 | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|------------------|--|---|------------------------------|
| 1. Minimising Transmission | | | | | |
| 1.1 General | | | | | |
| <p>NB In Salford, prior to reaching the thresholds outlined below, Salford Infection Control team will discuss the cases with school to explore these cases and provide any appropriate advice with a view to putting in place preventative measures to avoid a significant outbreak such as the thresholds outlined below. In addition, two or more cases within a 10-day period in a setting will be monitored by Salford Public Health team.</p> <p>The DfE threshold to use as an indication for when to seek public health advice: For most education and childcare settings, whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"> • 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 | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|---|---|------------------------------|
| <p>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</p> <ul style="list-style-type: none"> 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period <p>Identifying a group that is likely to have mixed closely will be different for each setting. Examples are available for each sector, but a group will rarely mean a whole setting or year group.</p> <p>All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They 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. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.</p> <p>The director of public health may give settings 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. If they judge that additional action should be taken, they might advise the setting to take some or all of the other measures described in this document, for example extra testing.</p> | | | | | |
| Direct or Indirect transmission of COVID - 19 virus | H | <ul style="list-style-type: none"> The main risk assessment, detailing the prevention and response system of controls in place, continues to be reviewed on a two weekly basis | Y | | H/M |
| The threshold has been reached | H | <ul style="list-style-type: none"> Review and reinforce the testing, hygiene and ventilation measures already in place. Consider whether any activities could take place outdoors, including exercise, assemblies, or classes. Consider ways to improve ventilation indoors, where this would not significantly impact thermal comfort. Consider one-off enhanced cleaning focussing on touch points and any shared equipment. Contact Salford Public Health. | NA NA NA NA NA All control measures will be NA until directed to action by DfE/PH/LA | | H-M |
| 1.2 Mixing and 'bubbles' | | | | | |
| Extremely high prevalence of COVID-19 and existing measures have failed to reduce | H | <ul style="list-style-type: none"> Reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Any decisions to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental | NA NA All control measures | | H-M |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|---|---|------------------------------|
| community transmission | | impact they can have on the delivery of education. <ul style="list-style-type: none"> Ensure the reintroduction of 'bubble' is understood and communicated to pupils, parents/carers, and staff. | will be NA until directed to action by DfE/PH/LA NA | | |
| 1.3 Directed to restrict attendance | | | | | |
| Extremely high prevalence of COVID-19 and existing measures have failed to reduce community transmission | H | <ul style="list-style-type: none"> High-quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission or across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS. In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables. Make reference to the updated definition of vulnerable children: Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk) Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending. Ensure the attendance restrictions are understood and communicated to pupils, parents/carers, and staff. | NA NA NA NA NA NA | All control measures will be NA until directed to action by DfE/PH/LA | H-M |
| 1.4 Asymptomatic testing of staff | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> When a variant of COVID-19 is classed as a variant of concern (VoC), DHSC will ramp up targeted testing in that geographical area to help suppress and control any possible new cases and better understand the new variants. An increased use of home testing by staff may be advised. An increased use of LFD testing may be advised for an individual setting or in areas of high prevalence by DsPH as part of their responsibilities in outbreak management. Staff and pupils are aware of the new national approach to daily | NA NA All control measures will be NA until directed to action by | | H-M |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--|---|------------------------------|
| | | <ul style="list-style-type: none"> testing for contacts of COVID – 19. Staff have received clear communications informing them about the increased use of home testing. | DfE/PH/LA | | |
| 1.5 Face Coverings | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> Director of Public Health advises that face coverings should temporarily be worn in communal areas or classrooms (by staff and visitors, unless they are exempt). Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. Children of primary school age and early years children should not be advised to wear face coverings. Make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <p>Staff will be asked to wear face coverings in places where it is not possible to socially distance and when speaking to parents on the yard.</p> <p>Only urgent visitors to school will be admitted.</p> | H-M |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | | <ul style="list-style-type: none"> people previously considered to be clinically extremely vulnerable (CEV) will not be advised to shield again. Individuals previously identified as CEV are advised to continue to follow the guidance on how to stay safe and help prevent the spread of COVID-19. Individuals should consider advice from their health professional on whether additional precautions are right for them. | | | |
| 1.6 Out-of-school settings and wraparound childcare | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---|-------------------------------------|--|---|---|------------------------------|
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> Providers who run community activities, holiday clubs, breakfast or after-school clubs, tuition and other out-of-school or childcare provision (including wraparound childcare), for children over the age of 5 should be able to continue to open for both indoor and outdoor provision. Where restrictions are required, these providers should only offer face-to-face provision for those children that are eligible to be in school full-time, or who are electively home educated and of equivalent age to those eligible groups. | <p>NA All control measures will be NA until directed to action by DfE/PH/LA NA</p> | | H-M |
| 1.7 Clinically extremely vulnerable pupils | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) putting CEV pupils at risk | H | <ul style="list-style-type: none"> Providers who run community activities, holiday clubs, breakfast or after-school clubs, tuition and other out-of-school or childcare provision (including wraparound childcare), for children over the age of 5 should be able to continue to open for both indoor and outdoor provision. Adults and children aged 11 and above attending out of school settings or wraparound childcare in community premises where there is a mandatory requirement to wear a face covering (for example community centres, youth centres, public libraries, and places of worship) must also comply with any legal requirements on the use of face coverings in these premises where these apply. Where restrictions are required, these providers should only offer face-to-face provision for those children that are eligible to be in school full-time, or who are electively home educated and of equivalent age to those eligible groups. | <p>NA NA All control measures will be NA until directed to action by DfE/PH/LA</p> | | H-M |
| 1.8 Actions to consider once a threshold is reached | | | | | |
| | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|---|---|------------------------------|
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | | <ul style="list-style-type: none"> • Education settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. • Consider whether any activities could take place outdoors, including exercise, assemblies, or classes. • Consider ways to improve ventilation indoors, where this would not significantly impact thermal comfort. • Consider one-off enhanced cleaning focussing on touch points and any shared equipment. | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> • Limit the following if advised by public health: <ul style="list-style-type: none"> - residential educational visits - open days - transition or taster days - parental attendance in settings - live performances in settings • Communicate the changes to all stakeholders. • Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the educational visit is still appropriate and safe. • Only students who are attending the setting should go on an educational visit. • Consult the health and safety guidance on educational visits when considering visits. | NA All control measures will be NA until directed to action by DfE/PH/LA NA NA NA NA | | H-M |
| 1.9 Education workforce | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--|---|------------------------------|
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> If restrictions on pupil attendance are needed, leaders will determine the workforce required onsite and if it is appropriate for some staff to work remotely. Employers should be able to explain the measures they have in place to keep staff safe at work. | <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>All control measures will be NA until directed to action by DfE/PH/LA</p> | | H-M |
| 1.10 Remote Education | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> Refer to Remote Learning policy. High-quality remote learning to be provided for all pupils if they have tested positive for COVID-19 but are well enough to learn from home. High-quality remote learning should be provided if attendance at their setting has been temporarily restricted. On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers. Make reference to the updated definition of vulnerable children: Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk) If settings have to temporarily stop onsite provision (on public health advice), discuss alternative arrangements for vulnerable children with the local authority Refer to Get Help with Remote Education - GOV.UK for remote education expectations and support. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | | H-M |
| 1.11 Safeguarding and designated safeguarding leads | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> There should be no change to local multi-agency safeguarding arrangements. If restrictions are implemented in any education or childcare setting, all local safeguarding partners are expected to be vigilant and responsive to all safeguarding threats and ensure vulnerable children | <p>NA</p> <p>NA</p> <p>All control measures</p> | | H-M |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---------------------------------------|-------------------------------------|---|--|---|------------------------------|
| | | <p>and young persons are safe, particularly as more children and young people will be learning remotely.</p> <ul style="list-style-type: none"> • Continue to have regard to any statutory safeguarding guidance: <ul style="list-style-type: none"> - Keeping children safe in education - Working together to safeguard children - Early Years Foundation Stage (EYFS) framework • Schools (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local restrictions and remains effective. • All staff working in the school are aware of, and follow, the revised policy. • Schools will have a trained DSL (or deputy) available on site. If operational challenges prevent this, school could consider the following options: <ul style="list-style-type: none"> - a trained DSL (or deputy) from the early years setting, school, out-of-school settings or FE provider can be available to be contacted via phone or online video, for example working from home - sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video). • Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site | <p>will be NA until directed to action by DfE/PH/LA</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | | |
| 1.12 Vulnerable children | | | | | |
| Vulnerable children are absent | H | <ul style="list-style-type: none"> • Make reference to the updated definition of vulnerable children: Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk) • School should follow up with parent or carer, working with the local authority and social worker (where applicable) to explore the reason for absence. • Encourage attendance. • Focus discussions on the welfare of the child and ensure they have access to 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. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | | H-M |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|---|---|------------------------------|
| | | <ul style="list-style-type: none"> If settings have to temporarily stop onsite provision on public health advice, discuss alternative arrangements for vulnerable children with the local authority. | | | |
| 1.13 Transport | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | L | <ul style="list-style-type: none"> Transport services to education settings should continue to be provided as normal where children are attending education settings. The guidance on transport to schools and colleges during the COVID-19 pandemic guidance remains in place. | NA NA | | L |
| 1.14 School meals | | | | | |
| Extremely high prevalence of COVID-19 / variant of concern (VoC) | H | <ul style="list-style-type: none"> Schools should provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria. Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms, or a positive test result themselves. | NA NA NA All control measures will be NA until directed to action by DfE/PH/LA | | H-M |
| 2. Additional site-specific issues and risks | | | | | |
| <ul style="list-style-type: none"> Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them | | | | | |
| Absence of a permanent Site officer resulting in school not being sufficiently clean. | H | <ul style="list-style-type: none"> Temporary cover for the SO has been arranged for opening and closing of school. School to ask for extra hours from cleaners to help stay on top of the school. | Y Y | Job advertisement has been put in place. | H- |
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School Leadership Use Only

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| Approved by (Head Teacher/ Chair of Governors) | L.M.Jones | Date of Approval | 05/01/2022 |
| Date Provided to Unions | 05/01/2022 | Date of Review | 26/01/2022 |