

# Meare Village Primary School Contingency Plan

September 2021



*Four walls that hold tomorrow.....*

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## **A: Introduction**

This model Contingency Plan has been developed in response to the DfE publication: Contingency Framework Education and Childcare Settings (August 2021) [Contingency framework: education and childcare settings \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95222/contingency-framework-education-and-childcare-settings-august-2021.pdf)

The plan should be read in conjunction with the DS COVID-19 Issue 6.1 risk assessment for 2021-22.

The contingency framework describes the principles of managing local outbreaks of Coronavirus in education and child care settings. Local authorities, Directors of public health (DsPH) and PHE health protection teams can recommend measures in individual education and childcare settings as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will make decisions on an area-by-area basis.

It is a national priority that education and childcare settings operate as normally as possible during the COVID-19 pandemic.

The Contingency Framework describes a good plan as covering:

- Roles and responsibilities
- When and how to seek public health advice
- Details of the types of control measures to put in place as described in our sector guidance

## **B: Thresholds for implementation (as set out by the DfE in August 2021)**

We note the Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. This is reflected within our COVID-19 Risk Assessment. For our setting(s) it makes sense to 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 below, can be used by us as an indication for when to seek public health advice if we are concerned, noting that:

***For most education and childcare settings, whichever of these thresholds is reached first:***

- 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.

A group will rarely mean a whole setting or year group. See Appendix A for examples of close mixing.

We will seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. We 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. We may be offered public health support in managing risk assessments and communication with staff and parents.

### **C: School level actions once a threshold is reached:**

	<b>Actions</b>	<b>Responsible persons</b>	<b>Date in place</b>
<b>Notification to PHE</b>	Local guidance available to key staff to support recording once a threshold has been reached or where school has concerns.	Jan Fellows	
<b>Testing</b>	Reinforce testing regime amongst the school community. <ul style="list-style-type: none"> <li>• Staff</li> <li>• Families (tests may be obtained from <a href="https://www.gov.uk/government/services/contact/order-coronavirus-covid-19-rapid-lateral-flow-tests">Order coronavirus (COVID-19) rapid lateral flow tests - GOV.UK (www.gov.uk)</a>)</li> </ul>	Jan Fellows, Hannah Stevens, Clare Pappin	

	NB: Frequency of testing could be increased at the request of the Director of Public Health.		
<b>Hygiene</b>	We will reinforce handwashing/sanitisation, 'catch-it, bin-it, kill-it' etc. with all groups. This approach continues to be very important.  We note the <a href="#">e-Bug COVID-19 website</a> contains free resources including materials to encourage good hand and respiratory hygiene.	All Staff	
	We will ensure that tissues, soap, hand sanitiser available as required and that the school has sufficient supplies in stock.	Clare Pappin, Charlotte Norris, Elizabeth Norris	
<b>Cleaning</b>	Our cleaning regime will be reviewed to increase frequency of cleaning of frequently touched surfaces, shared equipment etc.	Clare Pappin, Charlotte Norris, Elizabeth Norris	
	We will also consider one-off enhanced cleaning to cover the above.	Jan Fellows, Clare Pappin	
<b>Enhanced ventilation</b>	We will consider whether additional activities could take place outdoors including exercise, assemblies or classes.	All Staff	

	Existing arrangements will be reviewed – can ventilation be enhanced without significantly impacting thermal comfort.  (Enhanced monitoring using CO2 detection equipment when available)		
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**D: Additional potential public health recommendations once a threshold has been met:**

	<b>Action</b>	<b>Responsible persons</b>	<b>Date</b>
<b>Use of face coverings</b>	Reintroduction of face coverings for staff and parents at pick up and drop off may be suggested – the circumstances will be communicated to all parties.	Jan Fellows	
	Our school has a stock of disposable masks that could be deployed in the short term.	Clare Pappin	
<b>Reintroduction of short-term attendance restrictions</b>	We are able to reactivate high quality home learning arrangements.  (NB This provision must also be provided to pupils who have tested positive for COVID-19 but are well enough to learn from home.)	All Teachers	
	We have considered how a ‘bubble’ system could be reintroduced at short notice.	Jan Fellows	

	We have considered how staggered start and end times and one way systems could be reintroduced at short notice.	Jan Fellows	
	On site provision will be retained for vulnerable children and the children of critical workers.	Jan Fellows & Class Teachers	
	Provision will be in place to retain statutory safeguarding guidance including access to a Designated Safeguarding Lead (or Deputy) throughout the school day.	Jan Fellows, Kate Noel, Bridget Taylor	
	Provision will be in place to ensure that any vulnerable children are able to access appropriate education and support whilst they are at home. (NB these children should be encouraged to attend school in the first instance unless they are unwell or self-isolating after a positive test).	Jan Fellows & Class Teachers	
	Provision will be in place to support staff remote working. See <a href="#">Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</a>	Jan Fellows	
	Provision of meals will continue to all pupils at school. Free school meals/ parcels to be provided to pupils who are unable to attend school because they have symptoms or a	Glenda Jones, Clare Pappin	

	positive test result. <a href="#">Providing school meals during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</a>		
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### E: Other areas under consideration

	Action	Responsible person	Date
<b>Shielding</b>	In the event of the reintroduction of shielding by national government plans are in place to enable staff to work from home (if required as part of a nationwide directive).	Jan Fellows	
<b>Residential visits</b>	Appropriate cancellation insurance in place to ensure that any visit can be cancelled without financial disadvantage to participants or ourselves.	Clare Pappin	
<b>Educational visits</b>	Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should carefully consider whether the visit is still appropriate and safe.  Only students who are attending the setting should go on the visit.	Jan Fellows & Teaching Team	
<b>Events involving members of the wider school community</b>	Alternative arrangements are in place if we are required to cancel any of the following events (or similar) <ul style="list-style-type: none"> <li>• Open days</li> <li>• Transition/taster days</li> <li>• Parental attendance in settings</li> <li>• Live performances in settings</li> </ul>	Jan Fellows, Clare Pappin, Glenda Jones	

## **Appendix A: Close mixing (examples from Contingency Framework)**

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 breaktimes
- a sports team
- a group in an after-school activity

**For wraparound childcare or out-of-school settings**, this could include:

- a private tutor or coach offering one-to-one tuition to a child, or to multiple children at the same time
- staff and children taking part in the same class or activity session together
- children who have slept in the same room or dormitory together