Covid-19 Outbreak Management Plan

School		Hazelbeck School		
Plan reviewed by:	Suzanne Wahed / Beth McPhail		DATE	1/9/2021
Beckfoot Trust – Outbreak Management Plan to Support the Risk Assessment Update for Return September 2021 THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance which can be found here: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak				

Following the implementation of the Government's step four of their Covid-19 roadmap, the Department for Education have made clear their expectation is that all schools will be open for all pupils from September with lower levels of control and greater scope for activity to continue as normal. However, the remaining four elements of the PHE-Endorsed 'system of controls' remain important and are reflected in the risk assessment.

The four remaining elements are:

1. Ensure good hygiene for everyone
2. Maintain appropriate cleaning regimes
3. Keep occupied spaces well ventilated
4. Follow public health advice on testing, self-isolation and managing confirmed cases of covid-19

The risk assessment that has been prepared covers the four controls above. However, we must maintain an awareness/ability to re-instate other controls as appropriate. This document lists some of those controls and outlines how they could be implemented, if needed.

PLEASE NOTE: This plan must only be implement (in part or in full) following consultation with the Covid Operations Team.

This is a list of types and examples of controls that could be implemented and in no way will be adopted as a whole.

Several elements of this plan (especially 1a, 1b and 1c. highlight the need to maintain an ability to provide 'at home' learning for individual or larger groups of pupils (potentially at short notice).

Potential Additional Controls	How implemented
1. Minimise contact between individuals and maintain social distancing wherever possible.	Minimising contacts and mixing between people reduces transmission of covid-19. School does everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.
1a) Full closure of all schools nationally	Decision would only be taken by Government. Requires home learning.
1b) Full closure of a school/ group of schools	Decision would only be taken by Local Public Health. Requires home learning.
1c) Closure of classes / year groups	Decision would only be taken following close consultation with Local Public Health. Requires Home Learning.
1d) Grouping Children (Bubbles) Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group	At Primary and KS3 aim to implement class sized bubbles • All classes to enter and leave school at staggered times via bus bay. • Parents/PTS staff to wait in vehicles and students will collected by members of staff and be taken directly to classroom and returned at the end of the day. Groups kept apart from other groups. Older children encouraged to keep distance within groups. Where capacity allows, limit interaction and sharing of rooms and social spaces between groups. The objective should be to maximise the opportunities to maintain 2m distance and keep groups separate. Benefits exist even if separating groups and maintaining distance can only be partially implemented.
1e) Measures within the classroom Avoid close face to face contact and minimise time spent within 1m of anyone. Face coverings should also be worn in classrooms by all staff and students (except those with exemptions) who cannot maintain 2m social distancing.	Keep desk workstations as far apart as possible (1m+) Face coverings to also be worn in classrooms by all staff and students (except those with exemptions) who cannot maintain 2m social distancing. • School staff must wear a face mask when entering school until they get to their bubble and in all communal areas. • When in bubble they do not need to wear a covering unless they wish to. • Students who understand, are able to manage their own face mask and are not anxious due to wearing a face covering should wear one in communal areas. Staff to stay 2m away from pupils for as much of the time as possible. This should be a priority when deciding on classroom layout. This is especially important if teachers are moving between bubbles. To give an example, this could be put into place in practice in a secondary school by implementing these controls: Make small adaptations to the classroom to support distancing where possible. In primary schools that should include seating pupils' side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. Encourage pupils to use the toilet before/after lessons to avoid circulation.

	Manage toilet facilities so that they don't become overcrowded. They should be cleaned after each break, after lunchtime and at the end of the school day.
	- During lunch and break times each bubble will remain in the classroom area - Cleaning of toilets will take place after breaks and lunchtimes.
	Consider allowing toilet access throughout the day to reduce overcrowding.
	- Students will have access to toilets in designated areas during teaching time. - Students to be accompanied when going to the toilet.
	Keep groups consistent. Avoid pupils mixing in 'streamed' groups for different subjects. Teachers to stay with same group (as far as possible).
	Consider teaching lessons outside if possible.
	Clean rooms between bubbles if they need to be shared.
	- Staff to clean touch points with wipes provided on entry to classrooms. - Students to wash hands when moving to another classroom.
	Adopt clear and comprehensive cleaning schedules.
1f) Measures elsewhere i) corridors	Suggest one-way systems are implemented as far as possible. Strict adherence to single file and keeping to the left on corridors that are two meters wide. Consider closing corridors or implementing a system of timed one way. - Minimised mixing of classes due to classrooms kept in designated zones. Keep groups consistent. Avoid pupils mixing in 'streamed' groups for different subjects. Teachers to stay with same group (as far as possible). - Minimised mixing of bubbles as all bubbles kept in designated classroom Entry and exit to classrooms from outside door if possible (negating use of corridors). Floor / wall markings used to indicate 2m gaps. Pupils will not be asked to queue on corridors but should enter rooms immediately and go to their allotted desk.
ii) break-times	Stagger breaks so that fewer pupils outside at any one time. - Pupils to be kept in one classroom for as much of the day as possible - Classes to be allocated outdoor space and not mix outdoors Make sure pupils go straight outside.

	Encourage socially distant activities where pupils stay two metres apart (passing rather than contact football etc.) • Indoor and outdoor areas supervised by staff at all times in designated zones for class bubbles. • Face coverings to be worn inside in corridors etc. Do not use outdoor equipment unless it has been sanitised between each group using it. Encourage children to stand two metres apart whilst talking outside (temporary playground markings?) • Signage displayed and staff supervision to encourage 1m + distancing.
iii) lunchtimes	Consider delivering lunches to classrooms. • Deliver lunches to classrooms. Consider staggered lunches. Increase the number of service points and dining facilities. Queuing and eating together in canteens are very high risk and maintaining meaningful social distancing in this circumstance is not practical. Once food is eaten break-time outside to be managed as above.
iv) school start/end	Parents to be asked to keep two metres apart when collecting / dropping off pupils. • Parents to remain in vehicles Stagger start/ finish times. Use as many entrances as practical rather than 'funnelling' through one entrance. • All entrances to have staff supervision at start and finish times. • Face coverings to be worn. Parents should not congregate around doorways. Consider other steps to control social mixing at pick-up and drop-off. Staff must adhere to 2m social distancing rule when arriving / departing school. Encourage parent-staff communication via technology (phone, app, email…), and if a face-to-face conversation is needed arrange by prior appointment and ensure social distancing arrangements are adhered to.
v) large events/assemblies	Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group. • No mixing for assemblies

	Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble.
vi) meetings Reduce social contact during staff and other meetings. Reduce informal contact between staff. The Government and Public Health England remind us that maintaining 2m between adults (and children when possible) is a very important safeguard. This includes in staff rooms and during any informal social contact between staff in school.	Meetings not to be held unless 2m social distancing can be strictly maintained. • Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble • Face coverings to be worn Extended meetings in rooms with no external ventilation to always be avoided. Limit meeting length as far as possible. Use IT solutions to facilitate on-line meetings. No physical meetings involving staff from multiple sites Use of the staff room may need to be limited / on a rota basis. 2m social distancing needs to be maintained. Kitchen area needs to be regularly cleaned and staff must wash hands before and after using the kitchen. • Rooms on each floor designated as staff rooms to minimise mixing and allow 2m distancing Staff must be regularly reminded to avoid informal social contact at all times, in or around school, unless the 2m rule is strictly applied.
2. Where necessary, wear appropriate personal protective equipment (PPE)	The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with covid-19 symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • PPE for providing intimate care provided in normal circumstances • First Aid to follow guidance and use PPE supplied and where possible keep 2m distance at all times. • Face coverings to be worn in communal areas
3. Directly Manage confirmed cases of covid-19 amongst the school community	Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Individuals are classed as infectious for 48 hours before they display symptoms (or 48 hours before a positive test was taken if they are asymptomatic). Close contact means: • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person Secondary schools will normally identify close contacts using information on classroom seating plans and by identifying

	social groupings and contacts. Depending on circumstances whole classes or year groups will need to self-isolate.
	In primary schools the whole bubble (normally a class or year group, depending on circumstances) will have to self-isolate.
4. Contain any outbreak by following local health protection team advice If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where covid-19 is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.	In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. Contact the Trust Covid Operations team for support
5. School Workforce Follow HR guidance to undertake or update individual risk assessments of those in a CV group. Risk assessments completed with all relevant staff These staff should be considered if there is a school outbreak in any bubble/local lockdown.	Staff who are not pupil facing/directly operational to work from home wherever possible. Staff who are considered to be clinically vulnerable to have an up to date, reactive risk assessment for working in school (including diabetic and asthmatic staff) Consider allowing teaching staff to use PPA time at home Using rotas and partial occupancy of office spaces. • Rota for office-based staff to ensure 2m distancing in office spaces and working from home at other times unless screening has been provided. • Keep to the guidance noted in this risk assessment & documents. • Only one member of staff at the reception desk at a time • Reception desk staff to clean area before use, including all touch point, phones etc - staff to be provided with hygiene pack • Chairs to be named for individual staff use • To use own equipment e.g. PCs, laptop • Reception area glass to be closed when visitors arrive to limit face to face contact • Windows are to be shut and locked when reception staff are not dealing with staff/external visitors in the reception area. • A safety box taped out on the floor for any staff/external visitors who wish to speak to the receptionist - 2 metres from the receptionist • Window may be open only when the staff/external visitor is in the safety box. • When the receptionist opens the window, they should wear a visor and a mask to protector themselves from any staff/external visitor moving closer. • Wash/gel hands before leaving office area. • Staff must adhere to the 2m social distancing at all times, when using toilets and staffrooms • **Non office-based staff should not enter offices. Use telephone communications.**

6. Protect staff with medical vulnerabilities / living with vulnerable people.	Follow HR guidance to undertake or update individual risk assessments of those in a Clinically Vulnerable group. • Complete individual RA meetings with CEV staff These staff should be considered if there is a school outbreak in any bubble/local lockdown.
7. Protect pupils with clinical vulnerabilities	The parents of pupils with vulnerabilities should seek medical advice before the pupil attends school. The above must be clearly communicated to (and discussed with if necessary) to all parents. These pupils should be considered if there is a school outbreak in any bubble/local lockdown.
8.Minimise office use by staff, and social distancing applied when they must be used.	If office staff are needed in the building they should maintain social distancing in the office (2m, or 1m with risk mitigation where 2m is not viable). This will mean some desks cannot be used, or changes to office layouts will be required. Hot-desking is also to be avoided. If it cannot be avoided the desk, phone and IT equipment etc. should be cleaned down **after** use and **before** use (with appropriate cleaning products). No personal belongings what so ever should be left on a desk which will be used for hot-desking.
9. Visitors, agency staff, peripatetic teachers	Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. Only essential visitors to be allowed by appointment only. Records to be kept of who has been on site and who they had contact with. • Visitors to be provided with Covid protocol before entry to school.
10. Keep equipment separate / clean between uses.	Remove soft furnishings and soft toys as far as is possible. Avoid sharing IT equipment or practical equipment; consider assigning it to named individuals • Students in bubbles to be assigned individual equipment to be used during a lesson • Shared IT equipment to be wiped by staff at start of lesson • Limited use of PE equipment and to be cleaned between use Wash any equipment that is going to be used by different pupils between uses. Use a chlorine based product. (Take care when washing IT/Electrical equipment - try to use a preparatory product designed to clean such equipment and never allow ingress of fluids into the equipment). Avoid sharing stationery. • No sharing of stationery If no obvious contamination a 72hr quarantine of equipment (with hard surfaces) reduces the risk. Avoid sending any resources home with pupils or staff that are shared.

	• Staff marking of student work to be completed in school Minimise the number of handouts/printouts
11. Travel to School - Encourage parents and pupils to follow guidance on safe travel. Only one parent should accompany children who need accompanying. Travel should be by foot or bike if possible.	Promote active travel Contact travel providers and discuss what precautions / risk assessments they have in place. Encourage: • Bubbles sitting together • Handwashing/sanitising before getting on and after getting off • Pupils wearing a face covering on the bus • School buses will be running as normal. • West Yorkshire Combined Authority and the DfE have advised schools that students using School Designated Transport <u>must</u> wear a face mask. • Students using PTS buses should avoid sitting with students who are not in their bubble. • If students travel on public buses <u>must</u> wear face masks and comply with any rules set by the bus company.
12. Evacuation / Invacuation protocols – consider how to manage both evacuation and Invacuation.	Consider if drills will undermine social distancing. Think about escape routes and muster points. Establish protocols to try to achieve social distancing, as far as is reasonably practicable, in an emergency. Evacuation • HT/DHT to be fire assembly manager • Teachers in each bubble to be fire marshal and follow normal evacuation procedures • Wear face coverings if immediately to hand • Classroom doors to be closed on exit • Support staff to provide registers to tutors • Registers to be completed in bubble 'tutor' groups at designated muster points and handed to office staff • HT/DHT to follow fire evacuation procedures • Sweep of building to be conducted by designated staff (training 4 Sept) and email reminder March 2021 • Covid fire procedures including sweep to be resent to individual staff members on 3 March 2021 Invacuation – • Staff and students to remain in classrooms. • Close windows and door and follow normal Invacuation procedures • Await all clear given by HT/DHT/AHT before returning to normal day.
13. Consider staff wellbeing.	How will staff take comfort breaks / access food and drink? Information to be provided all staff via email and TEAMS • Extra designated rooms available for breaks & lunches to ensure 2m distancing. • Staff to keep to 2m distancing at all times. • If possible staff bring own lunch, or use facilities available Staff Toilets

	• No wellbeing items kept in the staff toilets Cleaning • Staff to clean shared equipment and touching surfaces before use using hygiene pack provided. • Surfaces to be cleaned after lunchtime by day cleaner. Staff Wellbeing • Referral for counselling or signpost from MHFA if required • Weekly updates from SLT • Trust matters well-being page • Staff bulletin provided periodically Are existing systems to support staff wellbeing well publicised / understood?
14. Consider pupil wellbeing	• Use of recovery curriculum. • Phased return for students identified as excessively anxious. • Continue to use CPOMS to alert DSL / Safeguarding of any concerns re child welfare / anxiety etc that needs to be picked up with parents/carers. • Regularly reassuring students, positive reinforcement • Staff aware of family circumstances and support with other agencies a priority • Staff and student bereavement is managed in line with the Bereavement document forwarded by Trust / Special Schools.