

Model contingency plan for any potential future outbreak

drawing on current government guidance and current planning in East Sussex schools

This model document is designed to support the school achieving the objectives of contingency planning as outlined on page 66 of the DfE's [Actions for schools during the Coronavirus Outbreak](#). It is being kept under review as updated guidance is published by the government and Public Health England and it is complemented by the latest **East Sussex model Risk Assessment** (See *ESCC Schools Message Board*)

School/Academy Name: Punnetts Town School

Headteacher: Claire Kinsella

Chair of Governors: Monica Pell

Date: 11th January 2022

Section A – Ensuring school is prepared for a potential outbreak

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
1	Keeping leaders and governors up to date with government guidance and advice	<ul style="list-style-type: none"> DfE guidance and resources and PHE advice are being updated regularly. Consider who will take responsibility for keeping leaders and governors up to date, the methods they will use and how frequently they will do this. Review Risk Assessments regularly and update as necessary. Ensure that any necessary updates are made to 	<p>CK and AS to read updates - implement as nec. CK feedback to Governors and staff. CK update and share</p> <p>CK to monitor and share</p> <p>CK and AS to update plan in line with guidance</p>	<p>CK/AS</p> <p>CK</p> <p>CK</p> <p>CK</p> <p>CK/AS</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>The DfE latest documents and guidance webpage is updated regularly: DfE Latest Documents</p> <p>See expectations of schools in: Actions for schools during the Coronavirus Outbreak</p> <p>Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described here in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will take decisions on an area-by-area basis.</p>

	<p>published information regarding remote education</p> <ul style="list-style-type: none"> • Be familiar with the East Sussex Control Plan for COVID-19 <p>Ensure that a contingency plan exists and has been checked for how the school would operate if there was an outbreak in the school or local area to help break chains of transmission.</p> <ul style="list-style-type: none"> • Contingency plans should highlight: <ul style="list-style-type: none"> - the types of measures that the school should be prepared for - who can recommend these measures and where - when measures should be lifted - how decisions are made 	<p>CK</p> <p>CK to monitor staffing (CW in CK absence) Ensure there is someone leading each class and INA in place in each room. Ensure all staff have a break (maybe different to normal) Staffing may be altered day by day in the event of staff infection</p>	<p>CK</p> <p>CK/CW</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Ofsted inspections are now also set to be scaled back during January 2022, with the Department for Education (DfE) announcing that the watchdog will be encouraging schools that are "significantly impacted" by Covid to ask for deferrals.</p> <p>In addition, the government has said that Ofsted will not ask inspectors who are serving school or college leaders to carry out inspections - meaning the majority of the watchdog's workforce will be unavailable.</p> <p>The government has said that all planned January examinations should go ahead, and that schools should contact the awarding organisation for any adaptations to the processes deemed necessary.</p>
2	<p>Ensure control measures are in place to avoid school or local outbreaks</p> <p>Now that social distancing and bubbles are no longer recommended in schools, ensure the following measures are adhered to:</p> <p>Hand hygiene:</p>	<p>All pupils hands sanitized on arrival, hand washing throughout</p>	<p>SL and class teachers</p>	<p>Ongoing</p>	<p>Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the COVID-19: cleaning of non-healthcare settings HYPERLINK "https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings"outside the home which should be followed in the event of a suspected or confirmed case.</p>

	<p>Frequent and thorough hand cleaning is regular practice. The school ensures that pupils clean their hands regularly with soap and water or hand sanitiser.</p> <p>Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <p>Respiratory hygiene:</p> <p>The 'catch it, bin it, kill it' approach continues to be adhered to in school.</p> <p>Cleaning:</p> <p>Areas and equipment are cleaned regularly with a particular focus on frequently touched surfaces</p> <p>Ventilation:</p> <p>The school will be well ventilated and windows and doors opened to create air flow.</p>	<p>school day and on departure</p> <p>SL to liaise with AS and monitor and order materials</p> <p>Class teachers 'teach' pupils and encourage use of separate bins</p> <p>Class teams to clean surfaces in class. Additional cleaning of communal areas.</p> <p>All classes to have windows open. All additional areas and corridors well ventilated.</p> <p>SL and class teachers to monitor and alert CK if any areas remain</p>	<p>SL/AS</p> <p>Class teachers</p> <p>Class teams</p> <p>Class teachers</p> <p>SL</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Office workers who can work from home should do so from Monday 13 December. Anyone who cannot work from home should continue to go into work – for example, to access equipment necessary for their role or where their role must be completed in-person. In-person working will be necessary in some cases to continue the effective and accessible delivery of some public services and private industries.</p> <p>The DfE expects all education and childcare settings, including further and higher education providers, to continue to provide face-to-face teaching, and staff should continue to attend their place of work if required in order to deliver this. Teaching and learning should not be moved online as a result of the work from home guidance.</p> <p>Therapists and wider children's service professionals should continue to be invited into education and childcare settings.</p> <p>Education and childcare leaders will need to consider whether it is possible for specific staff undertaking certain roles to work from home, while minimising disruption to face-to-face education and care.</p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, it is recommended that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure.</p> <p>From January 4th the DfE recommend that in those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations</p>
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		<p>Any poorly ventilated spaces will be identified in the risk assessment and steps taken to improve fresh air low in these areas, giving particular consideration to when holding events where visitors such as parents are on site.</p> <p>Adjust any mechanical ventilation systems to increase the ventilation rate where possible and check to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>In the very few cases where an area of poor ventilation (sustained CO2 readings above 1500ppm) has been identified and this cannot be resolved through opening windows and doors or minor repair works, it may be appropriate to consider the use of an air cleaning unit as an additional mitigation whilst further remedial work is undertaken to improve ventilation. Air cleaning units, when used properly, can help reduce airborne contaminants in a poorly ventilated space, including viruses like COVID-19. However, it should be noted that they are not a substitute for ventilation and should never be used as a reason to reduce ventilation.</p>	<p>consistently high</p> <p>Adjust as necessary outside space to be used as much as possible</p> <p>Adjust as necessary Record and hold digitally where possible</p> <p>As necessary</p>	<p>SL/ Class teachers/ CK</p> <p>CK/AS</p> <p>CK/AS</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This will also be a temporary measure. The DfE does not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers. Pupils in these schools should also wear a face covering when travelling on public transport and dedicated transport to and from school. It is not advised that pupils and staff wear face coverings in classrooms.</p> <p>If you have called the DfE helpline and a Director of Public Health (DsPH) or a Health Protection Team (HPT) subsequently judges that additional action should be taken because they have assessed that transmission is likely to be occurring in the setting, they may advise settings take extra measures such as:</p> <ol style="list-style-type: none"> 1. Strengthened communications to encourage pupils / students to undertake twice weekly rapid asymptomatic home testing and reporting 2. Temporarily reinstating face coverings for pupils/students, staff and visitors in indoor and/or communal spaces in secondary schools, FE and HE settings, and for staff in primary, early years, out-of-school, and specialist settings. This should be for two weeks in the first instance, pending regular review 3. Reinstating on-site rapid LFD testing in secondary schools, colleges and universities for a two-week period to encourage uptake of twice weekly testing 4. Increased frequency of testing
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		<p>At the point of reaching a threshold (outlined at the top of the document), review and reinforce the testing, hygiene and ventilation measures already in place and consider:</p> <ul style="list-style-type: none"> • whether any activities could take place outdoors, including exercise, assemblies, or classes • ways to improve ventilation indoors, where this would not significantly impact thermal comfort • one-off enhanced cleaning focussing on touch points and any shared equipment <p>Settings should consider the possibility they may advised to limit:</p> <p>residential educational visits</p> <ul style="list-style-type: none"> • open days • transition or taster days • parental attendance in settings • live performances in settings <p>Local authorities, DsPH and HPTs may recommend these precautions in individual settings or across an entire area.</p> <p>Seek additional public health advice if leaders are concerned about transmission in the setting, either by phoning the DfE</p>	<p>Monitor trips and arrangements for activities</p>	<p>CK</p>	<p>Ongoing</p>	<p>The Air cleaning Marketplace is now open. The link will take you to a landing page which acts a shortcut to the relevant Crown Commercial Services (CCS) Framework. The Marketplace will allow schools to purchase air cleaning units directly from suppliers at a suitable specification and competitive price.</p> <p>The government has said that 7,000 air cleaning units will be provided to early years settings, schools and colleges, in an attempt to improve ventilation in teaching spaces. Schools will have to prove they are eligible for the units. All state schools can apply for these units if they meet the criteria. The eligibility criteria and how to apply can be found here.</p> <p>In extreme cases, and as a last resort where all other risk mitigations have not broken chains of in-school transmission, a DPH may advise introducing short-term attendance restrictions in a setting, such as sending home a class or year group. On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers.</p> <p>UKHSA has published guidance on the cleaning of non-healthcare settings.</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If</p>
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		helpline (0800 046 8687, option 1) or in line with other local arrangements				necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). Schools should balance the need for increased ventilation while maintaining a comfortable temperature. All eligible staff and students aged 12 and over should be encouraged to take up the offer of the vaccine.
3	Reintroduce asymptomatic testing sites (ATS) if this is advised for settings in the area	<p>Communicate clearly to staff if there is a need to increase the use of home testing by staff, pupils and students in secondary schools and colleges.</p> <p>Consider how ATS could be implemented in a way that does not negatively impact on the education they provide to the pupils</p> <p>Be prepared that there may be a need for increased use of testing by staff and, where they are already being offered testing, for pupils and students. This could include advice on more frequent testing, or on the reintroduction of asymptomatic test sites (ATS) (where they have been stood down).</p> <p>If you have called the DfE helpline and a director of</p>	<p>All staff asked to continue to complete LFT twice a week – email updates to staff</p> <p>On return from breaks ask families to LFD test their children</p> <p>Follow guidance and test 2x a week and additional testing for close contact</p> <p>Staff advised to follow guidance</p>	<p>CK</p> <p>All families</p> <p>All staff and pupils</p> <p>CK – all staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>	<p>The DfE have recently asked all secondary schools to provide an on-site test for pupils on return in January. Testing in school will help to boost participation and will help reduce transmission after a period of mixing over the holidays. Ofsted has already confirmed that secondary schools will not be inspected, unless there are urgent concerns, during the first week of schools' return in January, in light of the onsite pupil testing that secondary schools will be undertaking that week.</p> <p>These measures may be advised:</p> <ul style="list-style-type: none"> • for an individual setting only, by directors of public health as part of their responsibilities in outbreak management, or • for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and directors of public health decide it is appropriate. <p>These additional testing measures would need to be agreed with settings and the DsPH are encouraged to consult settings and work with them to identify what support may be needed to do this.</p> <p>Staff and secondary school pupils should continue to test twice weekly at home, with lateral flow</p>

		<p>public health or a health protection team subsequently judges that additional action should be taken because they have assessed that transmission is likely to be occurring in the setting, they may advise settings take extra measures such as:</p> <ul style="list-style-type: none"> reinstating on-site rapid LFD testing in secondary schools and colleges for a two-week period to encourage uptake of twice weekly testing increased frequency of testing. 	given to school			device (LFD) test kits, 3-4 days apart. Testing remains voluntary but is strongly encouraged.
4	Possible attendance restrictions	<p>High-quality remote education should be provided for all pupils or students not attending, including those who have tested positive for COVID-19 but are well enough to learn from home.</p> <p>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.</p> <p>Speak with parents to ensure lists of priority groups are up to date (CiN, CP plan, CLA,</p>	<p>Class teachers to manage. School offer shared and clear.</p> <p>Registers updated of priority pupils and provision in school available.</p> <p>Data updated for family circumstances</p>	<p>Class teachers</p> <p>CK/AS</p> <p>AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Attendance restrictions should only ever be considered as a last resort. in extreme circumstances and as a last resort.</p> <p>If attendance restrictions are advised across an area, the government will publish detailed operational guidance for settings.</p> <p>The definition of a 'vulnerable' child has been expanded:</p> <p>The definition of a vulnerable child to date has been:</p> <ul style="list-style-type: none"> those with a social worker those with an Education, Health and Care Plan

		<p>otherwise vulnerable, EHCP and the children of critical workers so that they can be invited to continue attending school in the case of a closure.</p> <p><i>Early years settings</i> If attendance restrictions are needed, vulnerable children and children of critical workers should be allowed to attend.</p> <p><i>Primary schools</i> If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.</p> <p><i>Middle schools</i> Middle schools (with some primary and secondary year groups) may need to adopt a combined approach depending on the restrictions in primary and secondary schools in the local area.</p> <p><i>Secondary schools</i> If some attendance restrictions are needed, all vulnerable children and young people, children of critical workers, pupils</p>	<p>Provision for pupils in R/1/2 and priority children made available</p> <p>Provision to be made available</p>	<p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> a group of children considered locally, including by settings and local authorities, to be 'otherwise vulnerable' <p>The DfE have now expanded this to:</p> <ul style="list-style-type: none"> children known to children's social care services in the past children whose home circumstances might be particularly challenging because of domestic abuse, parental offending, adult mental health issues, and drug and alcohol addiction <p>Early years and primary settings should be prioritised to continue to operate as normal. Restrictions on attendance may need to vary depending on whether provision will be operating during school term-time and/or school holidays, when schools are otherwise closed to ensure sufficient childcare provision remains available to those that need it most. Therefore, the advice outlined above could be subject to change. Further advice will be provided should this be the case.</p> <p>Full detail on remote education expectations and the support available to schools, colleges and FE providers is available at Get help with remote education.</p>
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		<p>in years 10, 11, 12 and 13, and other pupils who were due to take external exams this academic year should still be allowed to attend.</p> <p>If, by exception, attendance is restricted further, vulnerable children and young people and children of critical workers should still be allowed to attend. If schools have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.</p> <p><i>Special schools and special post-16 institutions</i> DfE's attendance expectations in special schools will remain in line with the equivalent age groups in mainstream schools.</p> <p>In exceptional circumstances, special schools and special post-16 institutions may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances, they should seek to resume as close as possible to the specified provision for the child or young person as soon as possible.</p>	<p>Provision to be made available – liaise with Dallington</p>	<p>CK/PC</p>	<p>Ongoing</p>	
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	<p>Where attendance is mandatory, full-time provision should be provided.</p> <p><i>Out-of-school settings and wraparound childcare</i> If attendance restrictions are needed, vulnerable children and young people should be allowed to attend. For all other children, parents and carers should only be allowed to access these providers for face-to-face provision for their children for a limited set of essential purposes, such as to allow them to go to or seek work, attend a medical appointment, or undertake education and training.</p> <p><i>Summer schools (delivered under DfE's summer school funding scheme)</i> In most circumstances, children should be allowed to attend summer schools as planned. Facilities and activities should reflect any local or national restrictions. If attendance restrictions are needed as a last resort, the academic element of the programme may need to be delivered remotely.</p> <p>Where vulnerable children and young people are absent, education settings should:</p>	<p>Monitor and space children where possible. If able use outside space.</p> <p>CK to monitor attendance and</p>	<p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p>	
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		<ul style="list-style-type: none"> 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 educational provision, 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 	<p>communicate as appropriate</p> <p>CK/SC to liaise with families</p> <p>CK/ class teacher to support</p> <p>School communication to parents</p>	<p>CK/SC</p> <p>CK/ class teacher</p> <p>CK/AS/ class teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
5	Staffing	<ul style="list-style-type: none"> If supply staff are in school to cover teacher absence, communicate expectations if the school was to close Put plans in place for how staff will work with the children of critical workers 	<p>Expectations shared through briefings</p> <p>CK to manage a rota</p>	<p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>January 2022 - Headteachers have been told to consider combining class groups to ensure pupils remain in school during periods of high teacher absence due to Covid. The Department for Education has also told schools that, where there is</p>

	<p>and vulnerable pupils in the case of a school closure</p> <ul style="list-style-type: none"> • Consider different staffing scenarios. • Update staff/governors accordingly. • Ensure that risk assessments, plans and provision for individuals (staff and/or pupils) who are classified as clinically vulnerable or clinically extremely vulnerable are in line with the latest guidance • Regularly update the school staffing audit as situations may change • Revise school induction programme to ensure NQTs / new staff are informed of expectations and processes should a local outbreak occur • Have clear processes in place for in school and remote education should a member of staff have a positive result from the PCR home tests. Consider how the workload could be shared if teachers are unable to educate remotely 	<p>CK to manage</p> <p>CK to update</p> <p>CK to update</p> <p>Include within weekly briefings</p> <p>Include in induction/ whole school updates</p> <p>GC to be updated and used weekly to ensure all can access</p>	<p>CK</p> <p>CK</p> <p>CK</p> <p>CK</p> <p>CK</p> <p>Class teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>a need for remote education, live streaming lessons is the "preferred method".</p> <p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, 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.</p> <p>The UK Clinical Review Panel has recommended that no children and young people under the age of 18 should be considered CEV and under-18s should be removed from the Shielded Patient List. The chief executive of the UK Health Security Agency and head of NHS Test and Trace has written to parents of these children to inform them.</p> <p>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. However, if advised to isolate or reduce their social contact by their specialist, due to the nature of their medical condition or treatment, rather than because of the pandemic, they should continue to follow the advice of their specialist.</p>
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6	Infection prevention and control in the case of an outbreak	When the thresholds at the top of this document have been reached, review and reinforce the testing, hygiene and ventilation measures already in place.	Continue to monitor	CK/AS	Ongoing	From Tuesday 14 December , a new national approach to daily testing for contacts of COVID-19 was introduced (including until the end of this term). All adults who are fully vaccinated and children aged 5 to 18 years and 6 months, identified as a contact of someone with COVID-19 – whether Omicron or not – should take a lateral flow device (LFD) test every day for 7 days instead of self-isolating and, unless they have a positive test result or develop symptoms at any time, they should continue to attend their setting as normal. Daily testing by close contacts will help to slow the spread of COVID-19. Once notified by NHS Test and Trace as a close contact, all eligible staff, pupils and students should take an LFD each day for 7 days and report the results through the <u>Online Reporting System</u> and to their setting. If they test negative, they can continue to attend their education setting. Outside of the education setting, they should continue to follow the advice set out in the <u>Sunday 12 December press release</u> . This approach should also be adopted over the winter break and on return in January. From 11 January, people who receive positive lateral flow device (LFD) test results for coronavirus (COVID-19) will be required to self-isolate immediately and won't be required to take a confirmatory PCR test. Whilst levels of COVID-19 are high, the vast majority of people with positive LFD results can be confident that they have COVID-19. Anyone who develops 1 of the 3 main COVID-19 symptoms should stay at home and self-isolate and take a PCR test. They must self-isolate if they get a positive test result, even if they have
		Employers should call the Self-Isolation Service Hub on 020 3743 6715 as soon as they are made aware that any of their workers have tested positive.	As necessary	CK/AS	Ongoing	
		If cases amongst staff mean a setting meets the threshold, described above, employers will need to provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts.	As necessary	CK/AS	ongoing	
		Be prepared that there may be a need for increased use of testing by staff and, where they are already being offered testing, for pupils and students. This could include advice on more frequent testing, or on the reintroduction of asymptomatic test sites (ATS) (where they have been stood down).	Staff to be informed testing may increase – notification via cascade and email	CK	Ongoing	
Be prepared in the event of a major outbreak or variant of	Monitor	CK/AS	Ongoing			

	<p>concern that ministers may agree to reintroduce shielding.</p> <p>Be prepared that, if there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p> <p>If it becomes necessary to reintroduce 'bubbles' for a temporary period, the school should have a plan in place to quickly and efficiently reduce mixing between groups, including communication to parents prepared.</p> <p>If there is an outbreak in the school or local area, be prepared to communicate to staff and pupils in secondary schools that face coverings may need to temporarily be worn in communal areas and/or classrooms for students and staff.</p> <p>The use of face coverings should be balanced with the benefits in managing transmission.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial</p>	<p>CK/AS to continue to read updates and ensure GC is up to date</p> <p>Communication to share with families that bubbles will be B&H and O&E or if needs be limited to classes</p> <p>Staff to wear in communal areas and corridors</p> <p>To be used as necessary follow procedures</p>	<p>CK/AS</p> <p>CK/AS</p> <p>Staff</p> <p>CK</p> <p>Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>had a recent negative lateral flow test – these rules have not changed.</p> <p>Under this new approach, anyone who receives a positive LFD test result should report their result on GOV.UK and must self-isolate immediately but will not need to take a follow-up PCR test. After reporting a positive LFD test result, they will be contacted by NHS Test and Trace so that their contacts can be traced and must continue to self-isolate.</p> <p>In the case of someone receiving a positive PCR test result they must self-isolate for 7 days. If the PCR test is negative, they no longer need to self-isolate but should continue to carry out the remainder of the daily tests, and only need to isolate if it is positive.</p> <p>If they test positive, they should self-isolate and <u>order a PCR test</u> to confirm the result. If the PCR is positive, they must self-isolate for 7 days. If the PCR test is negative, they no longer need to self-isolate but should continue to carry out the remainder of the daily tests, and only need to isolate if it is positive. Individuals may now take rapid lateral flow tests on day six and day seven of their self-isolation period. If those test results are negative, they no longer have to complete 10 full days of self-isolation.</p> <p>Children under five years old do not need to take part in daily testing for contacts of COVID-19 and do not need to isolate.</p> <p>For students with SEND who struggle to or are unable to self-swab daily for 7 days, settings should work with students and their families to agree an appropriate testing route, such as assisted swabbing. Information on further support measures will be provided.</p>
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	<p>expression to communicate, can also be worn.</p> <p>NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact.</p> <p>Ensure the staff are prepared to advise parents that children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. However, they should be encouraged to take a PCR test if advised to do so.</p> <p>Be prepared to take action in case schools are advised to limit residential educational visits – communication should be quickly sent to parents and any insurance investigated</p> <p>Be prepared to take action if the school is advised to limit open days, transition or taster days by</p>	<p>To be vigilant and visors to be used in class</p> <p>Ensure families and staff contact school to ensure necessary steps can be made.</p> <p>Information cascaded</p> <p>Insurance cover checked before bookings made. Clear provision in place.</p>	<p>CK/ Staff</p> <p>CK/AS</p> <p>AS</p> <p>AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>In the event of the school reaching a threshold or circumstances changing in the school, it will be important to ensure that communication with children, parents/carers and staff is timely and appropriate. Depending on the nature of the change, the school will decide on the most appropriate form of communication e.g. assemblies for children, staff meetings or email/text to parents and carers. All communication should outline any additional measures to be put in place along with timelines for implementation.</p> <p>Additional testing and face covering measures may be advised:</p> <ul style="list-style-type: none"> • for an individual setting only, by DsPH as part of their responsibilities in outbreak management, or • for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and directors of public health decide it is appropriate <p>These additional testing measures would need to be agreed with settings and we encourage DsPH to consult settings and work with them to identify what support may be needed to do this.</p> <p>The government no longer recommends that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.</p>
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		<p>discussing in advance how this will be communicated, when and by whom.</p> <p>Be prepared to take action if the school is advised to limit parental attendance in settlings or performances by discussing in advance how this will be communicated, when and by whom and if there are alternative ways to share the experience with parents and carers.</p> <p>If a parent or carer insists on a pupil with symptoms attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>Seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. Hospitalisation could indicate increased severity of illness or a new variant of concern.</p> <p>Continue to advise that anyone with symptoms should take a PCR test. Whilst awaiting</p>	<p>Ensure all families are signed up to StudyBugs to ensure they are updated efficiently.</p> <p>All school communications and bookings to be in principle with caveat of 'arrangements might need to change'</p> <p>CK to contact public health for advice where necessary</p> <p>Contacts made if necessary</p>	<p>AS/CK</p> <p>CK</p> <p>CK/AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>A director of public health or an HPT 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 than set out above. 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> <p>Shielding is currently paused. In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account.</p> <p>Close contacts in schools are now identified by NHS Test and Trace and education settings are not expected to undertake contact tracing.</p> <p>Further actions for educational settings may be advised by a local Incident Management Team (IMT) investigating a suspected or confirmed case of COVID-19. This may include wider targeted PCR testing for case finding.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as</p>
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		<p>the PCR result, the individual should continue to self-isolate.</p> <p>Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) Whilst awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</p>	<p>Communicate to all</p> <p>Communicate to all</p> <p>Communicate to all</p>	<p>CK</p> <p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>a close contact, should continue to attend school as normal.</p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.</p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, it is recommended that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure.</p> <p>From January 4th the DfE recommend that in those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This will also be a temporary measure. The DfE does not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers. Pupils in these schools should also wear a face covering when travelling on public transport and dedicated transport to and from school. It is not advised that pupils and staff wear face coverings in classrooms.</p> <p>In primary schools, it is recommended that face coverings should be worn by staff and adults (including visitors) when moving around in corridors</p>
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					<p>and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings. Face coverings do not need to be worn when outdoors.</p> <p>Schools, as employers, have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff. They also have a duty to make reasonable adjustments for disabled pupils, to support them to access education successfully. No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p>Transparent face coverings can be worn to assist communication with someone who relies on:</p> <ul style="list-style-type: none"> • lip reading • clear sound • facial expression <p>There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others. In relation to education settings, this includes (but is not limited to):</p> <ul style="list-style-type: none"> • people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability • people for whom putting on, wearing or removing a face covering will cause severe distress • people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate
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						<ul style="list-style-type: none"> • to avoid the risk of harm or injury to yourself or others • you are also permitted to remove a face covering in order to take medication <p>When wearing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on • avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus • change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose • avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination <p>When removing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing • only handle the straps, ties or clips • not give it to someone else to use • if single-use, dispose of it carefully in a household waste bin and do not recycle • once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them. • if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed
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						If a parent or carer insists on a pupil attending school, leaders can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.
7	Communicating with External contractors in the event of an outbreak	<p>If the school closes, contact any external contractors who will be affected:</p> <ul style="list-style-type: none"> • Contact the school meal service provider (if appropriate) • Contact fruit provider (if appropriate) • Contact milk provider (if appropriate) • Contact regular visitors (as appropriate) • Contact transport providers (if appropriate – ensuring adherence to latest DfE guidance re transport) • Update governors accordingly <p>There may be individuals working in schools, such as supply staff, where when asked to self-isolate, are unable to work from home and will lose income as a result of self-isolating.</p> <p>These individuals may be entitled to a Test and Trace Support Payment of £500, payable as a lump sum from</p>	<p>Update cascade list including providers and visitors as appropriate</p> <p>Monitor as appropriate</p>	<p>AS</p> <p>AS</p>	<p>Ongoing</p> <p>Ongoing</p>	

		local authorities, to ensure they are able to play their part in controlling the virus by isolating at home.	AS to investigate if appropriate	AS	Ongoing	
8	School meals	<p>Ensure you continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.</p> <p>Continue to provide free school meal support to 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. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, the national voucher scheme will be in place.</p> <p>Families in need of support during school holidays should contact their local authority in order to access help through the Covid Winter Grant Scheme.</p>	<p>Liaise with Chartwells for onsite provision</p> <p>Arrange vouchers for those off site</p> <p>Signpost support where necessary</p>	<p>AS</p> <p>AS</p> <p>AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Should no changes be recommended then ensure that the school continues to follow the guidance on supporting children eligible for free schools meals</p> <p>More information on providing school meals during the COVID-19 pandemic is available here: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p>

A2: Curriculum planning

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
9	Review school plans for immediate remote learning provision should an outbreak lead to a school closure	<p>Consider options to ensure teachers are able to manage a workload comprising live and remote teaching if a small number of pupils need to isolate</p> <p>Share amongst staff what has worked well so far so that this process can be fine-tuned or continued</p> <p>In developing these contingency plans, schools should:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools 	<p>Use Google Classrooms and provide clear routines</p> <p>Review provision and revise</p> <p>Use Google classroom platform and planning</p> <p>Via GC</p> <p>Agree format and expectations as a teaching staff</p> <p>Loan laptops and have resources available</p> <p>Adjustments made accordingly in</p>	<p>CK/class teachers</p> <p>CK</p> <p>Class teachers</p> <p>Class teachers</p> <p>CK/class teachers</p> <p>Class teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>The expectations for remote education are set out in the schools coronavirus HYPERLINK "https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak"(COVID-19) operational guidance. Further support and information for teachers and leaders can be found on Get help with remote education.</p> <p>Schools should maintain their capacity to deliver high-quality remote education across this academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. Full expectations for remote education, support and resources can be found on this link: https://get-help-with-remote-education.education.gov.uk/</p> <p>January 2022 update; The education secretary has conceded that where staff absences are substantial, avoiding remote learning <u>would be 'impossible'</u>. However, he stated that as many</p>

		<p>should work with families to deliver a broad and ambitious curriculum. so that pupils with SEND can successfully access remote education alongside their peers.</p> <p>Agree these principles with governors and then share any outline plans / expectations with staff, parents and pupils.</p> <p>Provision of hard copy resources for pupils who don't have IT access</p> <p>Review DfE guidance : Get help with technology during coronavirus</p>	<p>consultation with SENDCO</p> <p>Report to Governors via meetings</p> <p>Resources available where necessary</p>	<p>Class teachers / SC</p> <p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>pupils should receive face-to-face teaching as possible.</p>
10	Planning to reduce pupil, staff and parental anxiety in the case of further outbreaks	<p>Be aware that the level of anxiety and trauma that some may feel may be more severe than previously and this may worsen if further outbreaks and restrictions occur</p> <p>Identify any newly vulnerable pupils who may need support if they are required to work from home</p> <p>Share the 'Every interaction matters' webinar with staff</p> <p>Work with school nurses, where they are in place, to ensure delivery of the healthy child HYPERLINK "https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning" programme (which includes immunisation)</p> <p>Reflect on how well the school managed wellbeing calls and check ins for pupils</p>	<p>Maintain good communication with parents – share provision and keep updated</p> <p>Ensure all staff feed back any new knowledge with CK and AS</p> <p>AS to liaise and promote</p> <p>Create lists of contact</p>	<p>AS/ CK</p> <p>CK</p> <p>AS</p> <p>AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support using this link: https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>

		<p>during the previous lockdowns and be prepared to continue in the case of further outbreaks and closures</p> <p>NHS mental health services have remained open, and schools should still refer to their local NHS children and young people's mental health service.</p> <p>DfE, Public Health England and NHS England have also recorded a free webinar for school and college staff which sets out how they can support their pupils and students. A recording of this is available here: View webinar</p> <p>Ensure teachers know they can access the free MindEd HYPERLINK "https://www.minded.org.uk/" learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement.</p> <p>Remind teachers that MindEd have developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.</p> <p>Public Health England have produced guidance for parents and carers on supporting children and young people's mental health and wellbeing. This includes key actions they can take to support their child or young person's mental health and wellbeing during the pandemic</p>	<p>numbers for class teachers to access if required – log conversations</p> <p>Maintain conversations with SENDCO and DSL</p> <p>Watch webinar</p> <p>Signpost staff</p> <p>Signpost staff</p> <p>Signpost parents</p>	<p>SC</p> <p>Staff</p> <p>CK</p> <p>CK</p> <p>AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
1	Maintainin	Schools should continue to record attendance in the register. Schools should	Ensure registers are	AS	Ongoing	
1	g accurate					

attendance records	<p>follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during a national lockdown period. Absence will not be penalised.</p> <p>Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. During a national lockdown children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Parents should try to keep their children at home if possible.</p> <p>In the case of further closures, schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.</p> <p>During a national lockdown vulnerable children and young people who have not attended their setting following the introduction of national restrictions can revisit that decision at any point in time and parents, carers and young people should talk to their education setting and social worker (if they have one) if they wish to do so. Education settings should also continue to encourage vulnerable children to attend and review whether there are other children and</p>	<p>maintained and monitored</p> <p>Communication with families to share school offer</p> <p>Monitor and ensure family circumstances are noted</p> <p>Monitor vulnerable pupils and their provision</p>	<p>CK</p> <p>CK/ AS</p> <p>CK/ AS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</p> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by UKHSA or the DHSC, they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are facing challenges to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Pupils required to isolate after returning from abroad or pupils required to isolate because they are over the age of 18 years and 6 months who are not fully vaccinated should also be recorded under 'required to remain at home or isolate in line with government guidance.</p>
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	<p>young people who might be newly vulnerable and benefit from on-site attendance.</p> <p>In the case of another national lockdown the Department expects schools to grant applications for leave of absence given the exceptional circumstances.</p> <p>Review any attendance updates should there be school closures</p>	Families to complete requests in line with protocol	AS	Ongoing	
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B: Health and Safety

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
12	Revise risk assessment(s) as necessary	<ul style="list-style-type: none"> Ensure the school's COVID19 Risk Assessment is regularly reviewed and updated to reflect any advice / guidance from the government/PHE. Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc. Review the ESCC model risk assessment for asymptomatic testing of school staff and localise as appropriate. The Health and Safety Executive published guidance on first aid during coronavirus which will support local risk assessments and provides guidance for first aiders Ensure that measures being put in place are explained to staff and involve staff in the process to support wellbeing 	<p>RA to be updated and shared with all staff and on website</p> <p>Review and update as necessary</p> <p>Review and update as necessary</p> <p>Review and use as required</p> <p>Share all with staff and make available</p>	<p>CK</p> <p>CK</p> <p>CK</p> <p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Actions for schools during the Coronavirus Outbreak</p> <p>Health and safety advice for schools</p> <p>East Sussex model Risk Assessment (See ESCC Schools Message Board)</p> <p><i>Model first aid risk assessment is available on the H&S pages on Webshop.</i></p>

13	Site Prepare the site for re-opening as well as for future partial or full closure at the direction of PHE	<ul style="list-style-type: none"> Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines 	Continue to use entrance and exit system	CK/AS	Ongoing	Schools coronavirus operational guidance Good ventilation is essential at all times in classrooms and particularly during this period. HSE guidance on ventilation and air conditioning
		<ul style="list-style-type: none"> School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser 	Drinking water available in all classrooms and hand washing facilities	SL	Ongoing	
		<ul style="list-style-type: none"> Contact contractors and inform them of the closure details and any arrangements on site including social distancing. 	Keep updated where necessary	AS	Ongoing	
		<ul style="list-style-type: none"> Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending. 	Checks to be made prior to visit	SL/AS	Ongoing	
		<ul style="list-style-type: none"> Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire etc. 	Schedules to be maintained and monitored	SL	Ongoing	
		<ul style="list-style-type: none"> Before the school fully re-opens after a closure, review whether there is a need to recommission all systems before the full opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment. 	Maintenance checks before opening	SL	Ongoing	
		<ul style="list-style-type: none"> Before the school fully re-opens after a closure, check all systems are fully working and operating as normal, especially buildings which have been unoccupied. 	Maintenance checks before opening	SL	Ongoing	
<ul style="list-style-type: none"> Before the school fully re-opens after a closure, check your fire safety systems including making sure: your fire alarm system and emergency lights are operational, and all fire doors are operational. 	Maintenance checks before opening	SL	Ongoing			

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B4: Safeguarding

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
14	Safeguarding (including online safety) during the outbreak	<ul style="list-style-type: none"> Review the child protection policy so that it reflects the updated guidance Ensure adherence to statutory duties as outlined in KCSIE 2020 Update Code of Conduct for staff to include COVID-19 issues Ensure suitably trained people are onsite Review online safety considerations in and out of school Ask visitors to assess themselves in terms of having any symptoms of COVID-19 before coming into the school Ensure that record keeping is up to date particularly 	<p>Review and share any further updates</p> <p>Share with all staff</p> <p>Share with all staff</p> <p>Update list of staff responsibilities</p> <p>Review policy and cascade</p> <p>Ask staff to complete lateral flow tests</p> <p>Ensure families are asked for</p>	<p>CK</p> <p>CK</p> <p>CK</p> <p>AS</p> <p>CK</p> <p>CK</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Schools must have regard to the statutory KCSIE 2020 safeguarding guidance, keeping children safe in education</p>

		<p>where children have not been in school, or where they have attended other settings.</p> <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> • a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home • sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) <p>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>	<p>updated information</p> <p>DSL and 2 x DDSL ensuring one on site at all times</p> <p>Phone contact maintained</p> <p>Federation link with additional DSL and DDSL</p>	<p>AS</p> <p>CK SC CW</p> <p>CK CW</p> <p>CK (PC)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
15	Support for vulnerable families and members of the community at higher risk	<ul style="list-style-type: none"> • Regular telephone calls to families 	<p>Class teachers/ Head/ Senco as appropriate</p>	<p>Class teachers</p> <p>SC</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>TES article on how to support disadvantaged families: https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</p> <p><u>ISEND guidance: (Supporting Pupils with SEND to return to School)</u></p>

	<p>Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak</p>	<ul style="list-style-type: none"> Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate. Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents. Update the website as applicable. Brief staff to be alert to signs of poor welfare, poor mental health or neglect that may escalate during any additional school closures and agree referral route to DSL team. <p>If vulnerable children and young people do not attend, schools should:</p> <ul style="list-style-type: none"> work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance 	<p>SENDCO to support</p> <p>As appropriate</p> <p>Parents to contact class teachers or Head teacher</p> <p>Maintain website</p> <p>Staff to be briefed in training and to update as necessary</p> <p>Follow up where necessary</p>	<p>SC</p> <p>CK</p> <p>CK/AS</p> <p>CK/SC</p> <p>CK/SC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</p> <p>PHE's review of the impact of Covid-19 on BAME groups identified <i>"There is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19"...</i> <i>"Longstanding inequalities have been exacerbated by COVID-19"</i></p> <p>BAMEed's resources https://www.bameednetwork.com/resources</p>
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		<p>considering the child's circumstances and their best interests</p> <ul style="list-style-type: none"> • work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate 	<p>Follow up where necessary</p>	<p>CK/SC</p>	<p>Ongoing</p>	
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