

## 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 [operational guidance for schools](#). 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:** Plumpton Primary School

**Headteacher:** Mr. J Hughes

**Chair of Governors:** Mr. Peter Clarke and Mrs. Sue Seymour (Co-Chairs)

**Date:** 09/03/2021

### COVID-19

*If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.*

#### **Suspected cases:**

- If anyone (staff or pupil) becomes unwell with any of the following: (i) a new continuous cough, (ii) a high temperature, or (iii) a loss or change in their sense of smell or taste (anosmia) they will be sent home.
- The school expects that they will self-isolate for at least 10 days, book a test and engage with the NHS Test and Trace process in line with current guidance.

#### **Confirmed cases:**

- Having been notified of a positive COVID-19 test result for a member of staff or a pupil, the school will contact Public Health England (PHE) if they would like support and take actions following the guidance of the PHE Health Protection Team.
- The school will alert the local authority to a confirmed case by e-mailing [COVID19.SchoolsInformation@eastsussex.gov.uk](mailto:COVID19.SchoolsInformation@eastsussex.gov.uk)

## Section A – Ensuring school is prepared for a potential outbreak

### A1: Organisation and staffing

|   | Action   | Comments for consideration  | Issues due to the context of our school  | Lead                         | Date Deadline          | Guidance  |
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| 1 | <b>Keeping leaders and governor s up to date with government guidance and advice</b>                                 | <ul style="list-style-type: none"> <li>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.</li> <li>Review Risk Assessments regularly and update as necessary.</li> <li>Upon the full return to school, ensure that any necessary updates are made to published information regarding remote education</li> <li><a href="#">Be familiar with the East Sussex Control Plan for COVID-19</a></li> </ul>  | EHT and AH keeping leaders and governors up to date. Responding to twice weekly documentation from LA. Risk assessments (re COVID) reviewed and updated by CY. | SJ;<br>CY;<br>HOS            | On-going (from 8/3/21) | <p>The DfE latest documents and guidance webpage is updated regularly:<br/><a href="https://www.gov.uk/government/latest-departments">www.gov.uk/government/latest-departments</a></p> <p>See expectations of schools in: <a href="#">schools coronavirus (COVID-19) operational guidance</a></p> |
| 2 | <b>Revise and maintain up-to-date lists of vulnerable pupils, those with an EHCP and the children of key workers</b> | <ul style="list-style-type: none"> <li>Speak with parents to ensure lists of priority groups are up to date (CiN, CP plan, CLA, 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</li> <li>Work with partners (inc parents, LA and social workers) to: <ul style="list-style-type: none"> <li>(i) identify whether individual vulnerable pupils should continue to attend the school in the event of any future partial/full closure</li> <li>(ii) ensure EHC plans and risk assessments are up to date.</li> </ul> </li> <li>Liaise with the LA and local schools to outline draft procedures should school be unable to open for children in priority groups to agree the most appropriate solution locally.</li> </ul> | <p>HOS to monitor needs of priority groups; SS to support</p> <p>Liaison between SJ and LA.</p>  | <p>HOS (DSLs)</p> <p>EHT</p> | As required            |   |

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| 3 | Staffing                        | <ul style="list-style-type: none"> <li>Check and update staff home working considerations – ensure decision making is transparent and fair.</li> <li>If supply staff are in school to cover teacher absence, communicate expectations if the school was to close</li> <li>Put plans in place for how staff will work with the children of critical workers and vulnerable pupils in the case of a school closure</li> <li>Consider different staffing scenarios.</li> <li>Update staff/governors accordingly.</li> <li>Ensure that risk assessments, plans and provision for individuals (staff and/or pupils) who are classified as <b>clinically vulnerable</b> or <b>clinically extremely vulnerable</b> are in line with the latest <a href="#">schools coronavirus operational guidance</a></li> <li>Regularly update the school staffing audit as situations may change</li> <li>Revise school induction programme to ensure NQTs / new staff are informed of expectations and processes should a local outbreak occur</li> <li>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</li> </ul> | <p>Rotas to be devised in the event of any school closure.</p> <p>Staff in school to include CTs and TAs; each absence to be considered in terms of staffing scenarios</p> <p>NQTs to be updated by their Mentor</p> <p>LFT dates changed to Sunday evening and Wednesday evening to facilitate immediate cover in event of a positive test result.</p> | <p>SJ; CY</p> <p>SLT</p> <p>NQT Mentor</p> <p>HOS; School Offices</p> | <p>On-going/as required</p> <p>On-going</p> | <p>Check advice from your HR provider. If you are a PT03 customer and do not know who your dedicated HR Consultant is you can call the duty line on 01273 481300 for a same – day response,</p> <p>PHE review of the impact of Covid-19 on BAME communities<br/><a href="http://www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities">www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</a></p> <p>DfE guidance re induction of NQTs during the pandemic – <a href="http://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers">www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</a></p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about <a href="#">extra mental health support for pupils and teachers</a></p> <p><a href="#">COVID-19 workforce fund</a></p> <p><u>Essential measures include:</u> a requirement that people stay at home if they:</p> <ul style="list-style-type: none"> <li>are ill with virus symptoms</li> </ul> |
| 4 | Remind all staff and parents of | <p><b>Ensure website and letter home used to remind staff and parents that they should be ready and willing to:</b></p> <ul style="list-style-type: none"> <li>(i) <u>book a test</u> if they are displaying symptoms <u>or if they have a positive result from the LFD test</u>. Staff and</li> </ul>  | <p>Communication to be prompt and up to date; clear expectations re</p>   | <p>HOS; School Offices</p>  | <p>On-going</p>                             | <p><u>Essential measures include:</u> a requirement that people stay at home if they:</p> <ul style="list-style-type: none"> <li>are ill with virus symptoms</li> </ul>  |

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| <p>their responsibility to understand and engage with the NHS Test and Trace process and to get tested if they have symptoms. and have a testing plan in place in school</p> | <p>pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school.</p> <ul style="list-style-type: none"> <li>• <b>(ii) provide details</b> of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <b>(iii) self-isolate</b> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Communicate to parents and carers that whole families and households with primary, secondary and college age children, including childcare and support bubbles, will be able to test themselves twice every week from home from 8 March. Tests can be ordered and collected from local sites or administered through workplace testing programmes. Tests will not be collected from schools. <a href="#">Government news article – households with children of school age to get 2 rapid COVID-19 tests per person per week</a></p> <p>The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>Review the ESCC model risk assessment for asymptomatic testing of school staff and amend to reflect local arrangements.</p> <p>If there is a school closure, secondary school pupils who are vulnerable or the child of critical workers should still continue their asymptomatic testing at home, 3-5 days apart.</p> | <p>response to symptoms/positive result</p> <p>LFT encouraged (but not statutory) for all Skylark staff</p> <p>See updated risk assessment (March 2021)</p> |  | <ul style="list-style-type: none"> <li>• have tested positive, even if asymptomatic</li> <li>• have been advised by NHS Test and Trace to do so</li> <li>• are household members of a positive case, even if that case is asymptomatic</li> <li>• are required to self-isolate for travel-related reasons</li> </ul> |
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|   |   | Communicate clearly to parents that other pupils will need to do this before they return to school and will need to provide a negative test result before they are able to return to school  |  |   |  |  |
| 5 | <b>Communi-<br/>cation</b>              | <p>Review plans for how you will communicate to staff, parents and the local community should there be a positive case within the school</p> <p>Review systems for recording who within the school has been in close contact and will need to self-isolate if there is a confirmed case</p> <p>Update and communicate the process for managing face coverings in school in line with the government guidance which states that:</p> <ul style="list-style-type: none"> <li>In primary schools and settings, adults and visitors should wear face masks in communal areas where social distancing cannot be maintained</li> <li>In secondary schools, pupils and adults should wear face masks in classrooms and communal areas</li> </ul> <p>Ensure there are posters and instructions visible for all which outline the process for safely putting on, taking off and disposing of face masks including the cleaning of hands before and after touching and safe storage of them in individual, sealable plastic bags between use</p> | <p>Communication to be continually reviewed (weekly discussion re this)</p> <p>SLT and School Offices to communicate and record this</p> <p>Face coverings to be worn by all adults on site-in communal areas</p> <p>Signage and information posters to be updated from 5/3/21</p> | <p>SLT</p> <p>School Offices</p> <p>All staff</p> <p>SLT and SBMs</p> | <p>Key dates in March for this. Then, on-going</p> | <p><a href="https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction">https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction</a></p> |
| 6 | <b>Infection prevention and control</b> | <p>Ensure that the school continues to adhere to government guidelines:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <p>2) Where recommended, use of face coverings in schools.</p>  | <p>All staff to continue to follow Govt. guidelines. Also, any adult on site to adhere to this. Children encouraged to do so.</p> <p>See Risk Assessment (March 2021)</p>  | <p>All staff and visitors</p>   | <p>On-going</p>                                    | <p><a href="#">Schools coronavirus operational guidance</a></p> <p>It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, schools</p>  |

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|  |  | <p>3) Clean hands thoroughly more often than usual.</p> <p>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>7) Always keeping occupied spaces well ventilated.</p> <p>8) Where necessary, wear appropriate personal protective equipment (PPE).</p> <p>9) <i>Promote and engage with asymptomatic testing, where available.</i></p> <p>Pupils must clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Schools should have enough hand washing or hand sanitiser stations available to aid regular hand washing</p> <p>Education settings should have a small contingency supply of face masks available in case a pupil is struggling to access a face covering, has forgotten it or if it has become soiled.</p> <p>Schools should have a process for removing face coverings when those wearing them arrive at school. Safe wearing of face coverings requires cleaning of hands before and after touching and the safe storage of them in individual sealable plastic bags between use.</p> |  |  |  | <p>cannot decide who the representative will be.</p> <p><a href="#">Ventilation and air conditioning during the coronavirus (COVID-19) pandemic - HSE news</a></p> |
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|  |  | Follow the 'catch it, bin it, kill it' approach and ensure there are enough tissues and bins available in school to support staff and pupils to follow this routine. |  |  |  |  |
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## A2: Curriculum planning

|   | Action   | Comments for consideration  | Issues due to the context of our school  | Lead    | Date Deadline        | Guidance  |
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| 7 | <b>Review school plans for immediate provision should PHE advise a group/class to self-isolate</b> | <p>This would apply to vulnerable pupils and the children of critical workers who will immediately be able to access the remote learning provision that is in place for the other pupils.</p> <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>Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time</p> | Effective remote learning provided during Term 3 and Term 4 Lockdown. Some pupils not engaging even though devices and data were provided. Consideration given to CTs' workload; staffing options to be reviewed as need arises. | HOS; SJ | On-going/as required | <p>Oak National Academy will continue to make available free video lessons covering the entire national curriculum and specialist resources to support SEND</p> <p>The BBC are also delivering online lessons through BBC Teach</p> <p>Visit <a href="#">this page</a> to apply for internet access for disadvantaged pupils, laptops and tablets for remote learning</p> |



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|  |  | <p>for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>• Key Stage 2: 4 hours a day</li> <li>• Key Stages 3 and 4: 5 hours a day</li> </ul> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• give access to high quality remote education resources</li> <li>• 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</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul> <p>Agree these principals with governors and then share any outline plans / expectations with staff, parents and pupils.</p> |  |  |  |  |
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| 8 | <p><b>Planning to reduce pupil, staff and parental anxiety in the case of further outbreaks</b></p> | <p>Be aware that the level of anxiety and trauma that some may feel may be more severe than September 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 <a href="#">‘Every interaction matters’</a> webinar with staff</p> <p>Work with school nurses, where they are in place, to ensure delivery of the <a href="#">healthy child programme</a> (which includes immunisation)</p> <p>Reflect on how well the school managed wellbeing calls and check ins for pupils during the previous lockdowns and be prepared to continue in the case of further outbreaks and closures</p> <p>Remind staff of the <a href="#">Wellbeing for Education Return programme</a>, which provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</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: <a href="#">View webinar</a></p> | <p>Careful monitoring of mental health needs of all children. Use ESCC resources as appropriate. Nurture Practitioner provision to be explored.</p> <p>Work with School Nurses</p> <p>Well-being communication plan in place</p> <p>Remind staff of support available</p> <p>Access appropriate webinar</p> | SS; SJ | On-going for rest of this academic year and, then, beyond. |  |
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|  |  | <p>Ensure teachers know they can access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement.</p> <p>Remind teachers that MindEd have developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</p> <p>Public Health England have produced guidance for parents and carers on <a href="#">supporting children and young people's mental health and wellbeing</a>. This includes key actions they can take to support their child or young person's mental health and wellbeing during the pandemic</p> |  |  |  |  |
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## Section B – Responding once a local outbreak has been confirmed by PHE

### B1: Managing the remote curriculum

|   | Action  | Comments for consideration   | Issues due to the context of our school  | Lead    | Date Deadline | Guidance  |
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| 9 | <b>Managing the curriculum provision during the PHE advised period of remote learning</b> | <p>Prepare in advance any changes to the remote education provided during previous lockdowns. Communicate to staff and parents/carers so that all groups know what to expect in the case of further closures</p> <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set meaningful and ambitious work each day in an appropriate range of subjects</li> <li>• provide teaching that is equivalent in length to the core teaching pupils would</li> </ul> | Update (as required) remote education/blended education offer in response to potential future local outbreaks. Remote provision effective during recent Lockdown (from 5/1/21) | HOS; SJ | As required   | DfE <a href="#">quality assured list of remote education resources</a> which are available to schools and parents |

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|  |  | <p>receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently</p> <p>Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</p> <ul style="list-style-type: none"> <li>• providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</li> <li>• providing opportunities for interactivity, including questioning, eliciting and reflective discussion</li> <li>• providing scaffolded practice and opportunities to apply new knowledge</li> <li>• enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</li> <li>• using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</li> <li>• avoiding an over-reliance on long-term projects or internet research activities</li> </ul> <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.</p> |  |  |  |  |
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|    |                                   | <p>Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</p> <ul style="list-style-type: none"> <li>• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</li> </ul>  |   |                              |                                      |   |
| 10 | <b>SEND and vulnerable pupils</b> | <p>The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p> <p>Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</p> <p>It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person.</p> | <p>Number of EHPS need review (across the Federation)</p> <p>SENDCO and CTs to monitor children's needs/changing needs</p>                      | <p>SS</p> <p>SS;<br/>CTs</p> | <p>Term 4 and Term 5 (initially)</p> | <p>DfE <u><a href="#">quality assured list of online SEND remote education resources</a></u></p> <p><u><a href="#">Changes to the law on education, health and care needs assessments and plans due to coronavirus (Covid-19)</a></u></p> |
| 11 | <b>Practical considerations</b>   | <p>Provision of hard copy resources for pupils who don't have IT access</p> <p>Review DfE guidance : <u><a href="#">Get help with technology during coronavirus</a></u></p>   | <p>Laptops available. Check they have been returned to the school with effect from 8/3/21 for use in future localized quarantine situations</p> | <p>AMF;<br/>AH</p>           |                                      | <p>Government information on <u><a href="#">increasing internet allowance: increasing internet access for vulnerable and disadvantaged children</a></u></p>   |

## B2: Organisation and staffing

|    | Action   | Comments for consideration  | Issues due to the context of our school  | Lead                     | Date Deadline | Guidance  |
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| 15 | <b>Maintaining accurate attendance records</b> | <p>Schools should continue to record attendance in the register. Schools should 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. 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>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</p> | <p>Monitor attendance of identified vulnerable children.</p> <p>Ensure shielding parents do not prohibit children from attending when the school is open.</p> <p>Check register codes are being used accurately.</p> | School Office staff; HOS | Every day     | <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u> |

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|    |                      | <p>should also continue to encourage vulnerable children to attend and review whether there are other children and young people who might be newly vulnerable and benefit from on-site attendance.</p> <p>The Department expects schools to grant applications for leave of absence given the exceptional circumstances.</p> <p>Review any <a href="#">attendance updates</a> should there be school closures</p>  |   |             |  |  |
| 16 | Staffing             | <p>Should there be a national lockdown or full or partial school closures, be clear about who should be working from home. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable.</p> <p>Clinically extremely vulnerable staff should not return to school until at least 31 March. This may also apply to the parents of children who are CEV. Therefore, do not include them in plans to support vulnerable pupils or the pupils of critical workers in the case of further closures</p> <p>Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in <a href="#">this document</a> to minimise the risks of transmission.</p> | <p>Staffing situation will be reviewed in the event of any subsequent Lockdown.</p> <p>CEV have been advised not to return to school. If they choose to return, their confirmation of their choice to do this requested in writing. Risk assessments for identified members of staff.</p> | SJ; CY      | On-going. Individual cases to consider |  |
| 17 | External contractors | <p>If the school closes, contact any external contractors who will be affected:</p> <ul style="list-style-type: none"> <li>Contact the school meal service provider (if appropriate)</li> <li>Contact fruit provider (if appropriate)</li> </ul>   | Contractors will be contacted in the event of any further closures  | SJ; AH; AMF | As required                            |  |

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|    |                     | <ul style="list-style-type: none"> <li>• Contact milk provider (if appropriate)</li> <li>• Contact regular visitors (as appropriate)</li> <li>• Contact transport providers (if appropriate – ensuring adherence to latest DfE guidance re transport)</li> <li>• Update governors accordingly</li> </ul> <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. These individuals may be entitled to a Test and Trace Support Payment of £500, payable as a lump sum from local authorities, to ensure they are able to play their part in controlling the virus by isolating at home.</p> |   |                         |             |  |
| 18 | Travel arrangements | <p>Communicate to parents/carers that, if their children are attending school during a closure, they should try to walk or cycle or come in their own transport. However, transport services to education settings should continue to be provided as normal where children are attending education settings. The <a href="#">transport to school and other places of education: 2020 to 2021 academic year</a> guidance remains in place.</p>  | Children travel to school by car, bike, foot or (in very cases) public transport; no designated transport to school utilized. | School Office staff; SJ | As required | Further guidance is set out in the <a href="#">transport to school and other places of education: autumn term 2020</a> .                       |
| 19 | Trips and clubs     | <p><a href="#">Consider how pupils can still have access to experts through virtual visits</a></p> <p>During a school closure, schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school</p> <p>Schools should also work closely with any external wraparound providers which these pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p>  | Club provision to be reviewed as situation changes  | SJ; HOS                 | As required | Refer to <a href="#">guidance on protective measures for holiday, after school clubs and other out of school settings</a> for more information |



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|    |              | <p>Make sure the clubs adhere to the school's protective measures</p> <p>Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. This includes for school holidays for children of critical workers and/or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance.</p>   |   |      |                      |   |
| 20 | 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. 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>Meal options will continue when the school is open.</p> <p>Food vouchers to be provided in event of local or national closures</p> | SBMs | During academic year | Should no changes be recommended then ensure that the school continues to follow the guidance on <u>supporting children eligible for free schools meals</u> |

**B3: Health and Safety**

|    | Action   | Comments for consideration  | Issues due to the context of our school   | Lead  | Date Deadline | Guidance  |
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| 21 | <b>Revise risk assessment(s) as necessary</b>  | <ul style="list-style-type: none"> <li>Ensure the school's COVID19 Risk Assessment is regularly reviewed and updated to reflect any advice / guidance from the government/PHE.</li> <li>Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc.</li> <li>Review the ESCC model risk assessment for asymptomatic testing of school staff and localise as appropriate.</li> <li>The Health and Safety Executive published guidance on <u>first aid</u> during coronavirus which will support local risk assessments and provides guidance for first aiders</li> <li>Ensure that measures being put in place are explained to staff and involve staff in the process to support wellbeing</li> </ul> | Risk assessment reviewed during week beginning 1/3/21   | CY  | On-going      | <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p> <p><b>East Sussex model Risk Assessment</b> (See ESCC Schools Message Board)</p> <p><i>Model first aid risk assessment is available on the H&amp;S pages on Webshop.</i></p>                   |
| 22 | <b>Cleaning</b><br>Ensure thorough cleaning of the school in line with the latest guidance | <ul style="list-style-type: none"> <li>Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <u>COVID-19: cleaning of non-healthcare settings guidance</u> which should be followed in the event of a suspected or confirmed case</li> <li>Classrooms and other areas deep cleaned.</li> <li>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</li> <li>Keep a copy of the contractor's COVID19 specific risk assessment on site.</li> </ul>   | All areas to be cleaned consistently and carefully. Timetable for high touch point cleaning. Deep cleaning expected every week. | School premises staff. SBMs to ensure high standard is upheld | Every day     | <p><u>The cleaning of non-healthcare settings guidance</u> describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the circumstances in which personal protective equipment (PPE) should be worn.</p> <p>More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance.</p> |

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| 23 | <b>Health and Safety premises inspections</b><br>Ensure that premises inspections of all areas of the school site, including outdoor spaces continue to be carried out at regular intervals. | <ul style="list-style-type: none"> <li>As per local health and safety policy which has been reviewed or updated as appropriate.</li> <li>Review and update risk assessments and ensure that any changes are communicated to staff.</li> <li>Check access to hand washing facilities and other hygiene measures.</li> <li>Remove any equipment that may not be necessary (as advised by PHE)</li> </ul>  | Risk assessments to be updated as required   | SBMs and premises staff                            | Check during Term 4 and Term 5 | <b>East Sussex model Risk Assessment (See ESCC Schools Message Board)</b><br><br>DfE Return to school Guidance Annex A Health & Safety Risk Assessment<br><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a> |
| 24 | <b>Site</b><br>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"> <li>Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc.</li> <li>School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser</li> <li>Contact contractors and inform them of the closure details and any arrangements on site including social distancing.</li> <li>Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending.</li> <li>Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire etc.</li> <li>Before the school fully re-opens after a closure, review whether there is a need to recommission all systems before the full</li> </ul> | Signage and information to be updated prior to re-opening on 8/3/21<br><br>PPE supplies to be checked<br><br>No alternative provision in use<br><br>Statutory checks to be continued | HOS;<br>SBMs;<br>Office Staff<br><br><br>DH;<br>PF |                                | <a href="#">Schools coronavirus operational guidance</a><br><br>Good ventilation is essential at all times in classrooms and particularly during this period.<br><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>  |

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|  |  | <p>opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |  |  |  |  |
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#### B4: Safeguarding

|    | Action  | Comments for consideration  | Issues due to the context of our school                                  | Lead                  | Date Deadline | Guidance   |
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| 25 | <b>Safeguarding (including online safety) during the outbreak</b> | <ul style="list-style-type: none"> <li>• Review the child protection policy so that it reflects the local restrictions and remains effective.</li> <li>• Ensure adherence to statutory duties as outlined in KCSIE 2020</li> <li>• Update Code of Conduct for staff to include COVID-19 issues</li> <li>• Ensure suitably trained people are onsite</li> <li>• Review online safety considerations in and out of school</li> <li>• As DfE guidance advises limiting the number of visitors, we recommend schools consider a flexible approach to interviews, with alternative options to face to face interviews offered where possible.</li> </ul> | <p>Child Protection Policy reviewed</p> <p>2020/2021 Audit completed</p> | <p>DSLs</p> <p>CY</p> | Term 4        | Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, <u>keeping children safe in education</u> |

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|    |   | <ul style="list-style-type: none"> <li>Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other settings.</li> </ul> <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"> <li>a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home</li> <li>sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)</li> </ul> <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> |                                      |              |             |  |
| 26 | <b>Support for vulnerable families and members of the community at higher risk</b><br>Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak | <ul style="list-style-type: none"> <li>Regular telephone calls to families</li> <li>Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate.</li> <li>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</li> <li>Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents.</li> <li>Update the website as applicable.</li> <li>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.</li> </ul>  | Regular communication to be recorded | DSLs; SS; SJ | As required | <p>TES article on how to support disadvantaged families: <a href="https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families">https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</a></p> <p>ISEND guidance: (Supporting Pupils with SEND to return to School) <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> <p>PHE's review of the impact of Covid-19 on BAME groups</p> |

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|  |  | <p>If vulnerable children and young people do not attend, schools should:</p> <ul style="list-style-type: none"> <li>• 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 considering the child's circumstances and their best interests</li> <li>• 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</li> </ul> |  |  |  | <p>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<br/><a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p> |
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