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Academies Trust

Model contingency plan for any potential future outbreak

This model document is designed to support the academy in achieving the objectives of contingency planning as outlined in [Section 5 of the DfE's 'Guidance for full opening: 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 academy risk assessments.

Academy Name: Silverdale Primary Academy

Principal: Jonathan Morris



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Date: 8.9.2020

COVID-19

*If the academy is notified of a suspected or a positive COVID19 test result for a member of staff or a pupil, **we must contact Public Health England for advice before any decision is made regarding any action and prior to informing staff and parents.***

Telephone – 0344 225 3861, Option 3 Option 1.

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 academy expects that they will self-isolate, [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 academy will contact Public Health England (PHE) as soon as practicably possible and take actions following the guidance of the PHE Health Protection Team.
- The academy will alert the Trust to a confirmed case by e-mailing Tom Scully and Darren Setters



Section A – Ensuring the academy 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
1	Keeping senior leaders up to date with government guidance and advice	<ul style="list-style-type: none"> DfE guidance and resources and PHE advice are being updated daily, consider who will take responsibility for keeping senior leaders up to date, the methods they will use and how frequently they will do this. 	Daily briefing with Academy SLT. Weekly SMT meeting Daily checks on Government website Staff updates via TEAMS channel and weekly staff meetings	JM	ongoing	The DfE latest documents and guidance webpage is updated regularly: www.gov.uk/government/latest?departments%5B%5D=department-for-education See expectations of contingency planning in Section 5 of the DfE's 'Guidance for full opening: schools'.
2	Revise and maintain up-to-date lists of vulnerable pupils, those with an EHCP	<ul style="list-style-type: none"> 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). <i>Should PHE advise full closure it is likely that the</i> 	Safeguarding leads to discuss weekly. EHCPs in place and regularly updated.	JM JD CW JG EK	ongoing	KCSiE (September 2020 updates)



	and the children of key workers	<p><i>academy should remain open for these groups</i></p> <ul style="list-style-type: none"> • Work with partners (inc parents, LA and social workers) to: <ul style="list-style-type: none"> (i) identify whether individual vulnerable pupils should continue to attend the academy in the event of any future partial/full closure (ii) ensure EHC plans and risk assessments are up to date. • 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. 	<p>IHCP in place and regularly reviewed. Communication with Children’s Services. Updates on CPOMS regularly. Home visits to be carried fortnightly by DSLs/ in conjunction with Children’s services. Child Protection & Safeguarding training completed (4.9.2020) Child Protection & Safeguarding Policy updated</p>			
3	Staffing	<ul style="list-style-type: none"> • Check and update staff home working considerations – ensure decision-making is transparent and fair. • Consider different staffing scenarios. 	<p>All teaching staff provided with laptops to enable home working.</p>	SLT	Ongoing	Check advice from the HR Team



	<ul style="list-style-type: none"> • Update staff 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 <u>Guidance for full opening of schools</u> • Regularly update the staffing audit as situations may change • Revise school induction programs to ensure NQTs / new staff are informed of expectations and processes should a local outbreak occur. 	<p>TEAMS used for all staff meetings & internal communication. Risk Assessments completed for all vulnerable members of staff – updated termly. NQT induction process initiated. Weekly staff meetings to communicate ongoing changes</p>		<p>PHE review of the impact of Covid-19 on BAME communities www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</p> <p>DfE guidance re induction of NQTs during the pandemic – www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about extra mental health support for pupils and teachers</p>
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4	Remind all staff and parents of their responsibility to understand and engage with the NHS Test and Trace process.	<p>Ensure website and letter home used to communicate to staff and parents that they should be ready and willing to:</p> <ul style="list-style-type: none"> • (i) book a test if they are displaying symptoms. Staff and 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. • (ii) provide details 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 • (iii) self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 	Communication with parents via ParentMail. Information shared on Academy website Pupil absence guide shared with parents	JM IT Team	Ongoing	
5	Communication	Plan how you will communicate to staff, parents and the local community should there be a local outbreak and PHE require the academy to: <ul style="list-style-type: none"> (i) send a group/class home to engage in remote learning 	Communication via ParentMail (SMS & email) Year blogs on website. Class email address	JM Office HoY	Within 24hours of local outbreak.	https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-



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		(ii) apply the tiers of national restriction for education and childcare	TEAMS (Staff)			<u>decision-makers#annex-3-tiers-of-national-restriction</u>
6	Infection prevention and control	Ensure that the academy continues to adhere to government <u>implementing protective measures in education and childcare settings</u> guidelines. These set out a hierarchy of controls including regular handwashing, good hygiene, frequent cleaning and use of small, distinct groups to substantially reduce the risk of transmission and infection	Regular cleaning throughout the day PPE available Hygiene routines enforced throughout the day Fogger used in shared areas between bubble use	HoY	ongoing	<u>implementing protective measures in education and childcare settings</u>



A2: Curriculum planning

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
7	Devise academy plans for immediate provision should PHE advise a group/class to self-isolate	<p>Scope the outline timetable / expectations for remote learning so that:</p> <ul style="list-style-type: none"> The academy can provide an immediate remote education to any class/group identified by PHE as needing to self-isolate this remote curriculum is of equivalent length to the core teaching pupils would receive in the academy and offers daily contact with teachers <p>Agree these principals with the School Improvement Team and then share any outline plans / expectations with staff, parents and pupils</p>	<p>Staff meeting to prepare minimum of weeks work (linked to topic) that can be shared within 24 hours' notice.</p> <p>Direct pupils and parents to Oak National Academy Blog on website (IT to confirm how?)</p>	JM HoY		<p>See expectations of contingency planning in Section 5 of the DfE's 'Guidance for full opening: schools'.</p> <p>From that start of the autumn term, Oak National Academy will make available free video lessons covering the entire national curriculum and specialist resources to support SEND</p>



8	Devise academy plans for immediate provision should PHE advise temporary academy closure during an outbreak	<p>Scope the timetable / expectations for any future lockdown curriculum so that should the academy be advised to close it:</p> <ul style="list-style-type: none"> • can provide an immediate remote education to all year groups • this remote curriculum is of equivalent length to the core teaching pupils would receive in the academy and offers daily contact with teachers • the academy has the capacity to remain open only for vulnerable children and the children of critical workers if required to do so by PHE <p>Agree these principals with the School Improvement Team and then share any outline plans / expectations with staff, parents and pupils</p>	<p>Staff meeting to prepare minimum of weeks work (linked to topic) that can be shared within 24 hours notice. Direct pupils and parents to Oak National Academy Blog on website (IT to confirm how?)</p>	JM HoY		<p>See expectations of contingency planning in Section 5 of the DfE’s ‘Guidance for full opening: schools’.</p> <p>The DfE has recommended:</p> <ul style="list-style-type: none"> • a list of remote learning case studies • a list of quality assured online resources for home education • resources made available by the Oak National Academy • BBC Bitesize <p>Early years settings can direct parents to:</p> <ul style="list-style-type: none"> • the DfE’s Hungry Little Minds campaign • the BBC’s Tiny Happy People
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						<ul style="list-style-type: none"> the National Literacy Trust's Family Zone
9	<p>Learning from the impact of lockdown on different groups.</p> <p>Planning the improvements needed for any future remote provision</p>	<p>Evaluate the online and offline resources and approaches used during the lockdown between March and July to establish which were most effective and why.</p> <p>Review teacher assessment of the impact of lockdown and gaps identified for different groups of pupils (SEND, vulnerable, PP, most able etc). Agree strategies to address this in class and the principals that should inform any future remote learning</p> <p>Offer CPD to staff to share best practice and ensure consistency in teacher's skills to use the approaches and any IT resources / platforms identified for use during lockdown</p>	<p>Staff meeting to prepare minimum of weeks work (linked to topic) that can be shared within 24 hours notice.</p> <p>Daily blogs set work for year groups</p> <p>Direct pupils and parents to Oak National Academy Blog on website (IT to confirm how?)</p>	JM HoY		<p>DfE quality assured list of remote education resources which are available to schools and parents</p> <p>EdTech Demonstrator Program shares effective use of tech for remote education</p> <p>DfE Full return to school guidance details for supporting SEND pupils Annex B EHCP Plans</p> <p>EEF guidance on making the best use of teaching assistants</p>
10	Planning to reduce pupil, staff and parental anxiety	Review the impact of the provision for pastoral support and wellbeing (<i>as detailed in Section B of the full return to school recovery plan</i>)	Communication with parents via ParentMail & Website updates.	JM IT Team	Ongoing	



	Ensure that the academy’s communication, curriculum, nurture and team building activities suitably introduce the potential for the possibility of future local outbreaks. Support pupils and parents to understand what may happen in the academy should there be a local outbreak	Teams staff meetings also inc. well-being on agenda THRIVE timetable for more vulnerables	Thrive team		
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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
11	Implement plans as outlined in Section A above	Plan strategy to communicate to parents of: (i) the self-isolating group, or (ii) application of the tiers of national restriction for education and childcare if advised to do so by the PHE.	Communication with parents via ParentMail & Website updates.	JM IT Team Thrive team		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



12	Managing the curriculum provision during the PHE advised period of remote learning	<p>Ensure oversight of the curriculum so that it continues to build on pupil’s knowledge and skills incrementally by:</p> <ul style="list-style-type: none"> • Coordinating daily provision of ambitious work across a number of subjects • Monitoring the consistency of teachers’ interactions, assessment, and feedback systems • Supporting teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments 	<p>Staff meeting to prepare minimum of weeks work (linked to topic) that can be shared within 24 hours notice. Daily blogs set work for year groups Ensure all pupils have access to online learning account (Doodle Maths, Reading Eggs & Spelling Shed) Direct pupils and parents to Oak National Academy</p>			<p>Curriculum maps for key subjects for year groups from YR-Y 9</p> <p>DfE <u>quality assured list of remote education resources</u> which are available to schools and parents</p>
13	SEND and vulnerable pupils	<p>Ensure oversight of a broad and ambitious curriculum for pupils with SEND (whether in school or at home during lockdown)</p> <p>Plan to contact parents of pupils with EHCPs/ SEND to review individual risk assessments in</p>	<p>EHCPs reviewed and updated Staff meeting to prepare minimum of weeks work (linked to topic)</p>	SENco		<p>DfE <u>quality assured list of online SEND remote education resources</u></p> <p>DfE Full return to school guidance <u>Annex B EHCP Plans</u></p>



		relation to any local outbreak. Involve parents in planning for provision for their child should this happen. Ensure provision meets the needs of vulnerable pupils	that can be shared within 24 hours notice. Daily blogs set work for year groups Ensure all pupils have access to online learning account (Doodle Maths, Reading Eggs & Spelling Shed) Direct pupils and parents to Oak National Academy			
14	Practical considerations	Provision of hard copy resources for pupils who don't have IT access	IT team to source additional hardware. To be distributed as necessary Hard copy packs made available via Academy Office			<u>Government information on increasing internet access for vulnerable and disadvantaged children</u>



B2: Organisation and staffing

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
15	Maintaining accurate attendance records	<ul style="list-style-type: none"> Confirm with the DfE the expectations of recording attendance during any local outbreak. children of critical workers – attendance is likely not to be compulsory during a local outbreak – some children of critical workers may need to remain at home for shielding or health reasons. Read the guidance on shielding. Pupils with a social worker and the otherwise vulnerable – attendance is likely to be expected during the outbreak. EHCP – attendance likely to be expected where risk assessment identifies that their needs can be as safely met in the academy. Liaise with parents (<i>as outlined in section 13 above</i>) Communicate attendance expectations to staff, pupils and parents. 	<p>Daily DfE and Trust attendance returns completed by Attendance Officer.</p> <p>Children of key Workers/ Vulnerable children to be taught within year group bubbles. Parents to notify a week in advance if children are going to attend Weekly updates to children of KW/ Vulnerables</p>	EK	Daily	



		<ul style="list-style-type: none"> Follow the advice from the DfE in terms of recording attendance and coding absence during the outbreak 				
16	Staffing	<ul style="list-style-type: none"> Update risk assessments for the temporary deployment of any staff that are clinically vulnerable, or clinically extremely vulnerable Communicate to staff and volunteers the academy expectations that anyone who displays symptoms of coronavirus (COVID-19) can and should book a test. 	Risk assessments updated termly/ as guidance changes. Shared information regarding test stations and expectations	JM KP	ongoing	<p>For clinically vulnerable and extremely vulnerable staff leaders should continue to follow the advice set out in the guidance on implementing protective measures.</p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about extra mental health support for pupils and teachers</p>
17	External contractors Contact the external companies and inform them that the academy will be opening and ask about staff availability and	<ul style="list-style-type: none"> Contact the school meal service provider (if appropriate) Contact fruit provider (if appropriate) Contact regular visitors (as appropriate) Update the Trust accordingly 	Previously Academy kitchen has been used as hub kitchen Provider to be contacted to reduce orders as necessary Risk assessment completed	KP	ongoing	



	provision going forward.		Guidance for visitors shared in advance. Visitors to book in advance			
18	Travel arrangements	<ul style="list-style-type: none"> Devise plans to support staff and parents to adhere to any travel restrictions that have been put into place by the government as a result of the local outbreak 	Share information via weekly newsletters Update RA following Government guidance		ongoing	
19	Trips and clubs	<ul style="list-style-type: none"> Revise provision in line with any specific guidance given by PHE 	Trips currently on hold. After school clubs to start no sooner than Term 2. Year group clubs only	HoY	ongoing	Refer to <u>guidance on protective measures for holiday, after school clubs and other out of school settings</u> for more information
20	School meals	<ul style="list-style-type: none"> Respond to any advice from PHE in regard to how the academy should proceed with the provision of school meals. 	School meals are being eaten in classrooms. This to continue to ensure that Year group bubbles do not mix.	CW KP	ongoing	Should no changes be recommended then ensure that the academy 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
21	Revise risk assessment(s) as necessary	<ul style="list-style-type: none"> Ensure the academy’s COVID19 Risk Assessment is reviewed and updated to reflect any advice / guidance given from PHE. Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc. 	Reviewed termly	JM DS	Termly	
22	Cleaning Ensure thorough cleaning of the academy in line with the latest guidance	<ul style="list-style-type: none"> 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 Classrooms and other areas deep cleaned. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Keep a copy of the contractor’s COVID19 specific risk assessment on site. 	Classrooms “fogged” throughout the day. Tables wiped down before and after lunch times. Cleaners contracted to clean classrooms/ toilets daily. Relief cleaner employed for 2.5	SL KP JM	ongoing	The updated <u>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.



			hours a day to clean-shared areas and toilets throughout the day.			More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.
23	Health and Safety premises inspections Ensure that premises inspections of all areas of the academy site, including outdoor spaces continue to be carried out at regular intervals.	<ul style="list-style-type: none"> As per the health and safety policy which has been reviewed or updated as appropriate. Review and update risk assessments and ensure that any changes are communicated to staff. Check access to hand washing facilities and other hygiene measures. Remove any equipment that may be necessary (as advised by PHE) 	Classrooms cleared of unnecessary furniture/ materials Risk assessments reviewed and updated at least termly Hand washing facilities in all classrooms	SL JM	ongoing	DfE Return to school Guidance Annex A Health & Safety Risk Assessment www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A
24	Site Prepare the site for partial or full closure at the direction of PHE	<ul style="list-style-type: none"> Re-establish suitably accessible information and posters for parents/carer’s/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc. The academy must ensure that there is access to drinking water and facilities for 	Classrooms cleared of unnecessary furniture/ materials Risk assessments reviewed and	SL JM HoY	ongoing	DfE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation & security: www.gov.uk/government/publications/managing-school-



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		<p>and washing and/or access to hand sanitiser</p> <ul style="list-style-type: none">• Contact contractors and inform them of the closure details and any arrangements on site including social distancing.• Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending.• Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire, etc.	<p>updated at least termly</p> <p>Hand washing facilities in all classrooms</p> <p>Water bottles in all classrooms where drinking water not available</p>			<p>remises-during-the-coronavirus-outbreak</p> <p>DfE full opening guidance Section 1 gives updated advice to minimize Covid-19 risks: Section 1 Public health advice to minimise risks</p>
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B4: Safeguarding

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
25	Safeguarding (including online safety) during the outbreak	<ul style="list-style-type: none"> 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 Consider safer recruitment / issues relating to movement of staff Ensure that record keeping is up to date particularly where children have not been in the academy, or where they have attended other settings. 	<p>Whole staff training completed (4.9.2020)</p> <p>Code of Conduct updated at Trust level</p> <p>CPOMS training in place for all staff</p> <p>eduCare training to be completed Term 1</p>	JM	Term1	<p>Academy's must have regard to the statutory KCSIE 2020 safeguarding guidance, <u>keeping children safe in education</u></p> <p>Academy should also refer to the <u>coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</u></p>
26	Support for vulnerable families and members of	<ul style="list-style-type: none"> Regular telephone calls to families Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate. 	DSL to make weekly contact via telephone if pupils	JM JD CW JG	ongoing	TES article on how to support disadvantaged families:



<p>the community at higher risk Plan support packages for these families to help alleviate heightened anxiety during an outbreak</p>	<ul style="list-style-type: none"> • Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the academy 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 academy closures and agree referral route to DSL team. 	<p>absent from school. Fortnightly home visits Website updates</p>		<p>https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</p> <p>ISEND guidance: https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</p> <p><u>PHE's review of the impact of Covid-19 on BAME groups</u> identified "There is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19"... "Longstanding inequalities</p>
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						<p><i>have been exacerbated by COVID-19”</i></p> <p>BAMEed’s resources https://www.bameednetwork.com/resources</p>
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