

## Pound Hill Infant Academy

### Contingency plan for any potential future outbreak

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](#).

**School/Academy Name:** Pound Hill Infant Academy  
**Principal:** Mr Tom Jordan  
**Chair of Local Board:** Mr Andrew Gent and Mrs Lisa Downs (Co-Chair)  
**Date:** 06.09.21

#### 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
<b>1</b>	<b>Keeping leaders and Local Board members 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>Ensure that any necessary updates are</li> </ul>	The academy SLT is to ensure all staff and Local Board members consider themselves as “leaders” with regards to this action. This is to ensure a collective responsibility in understanding changes to	SLT/Local Board/All staff.	Ongoing	<p>The DfE latest documents and guidance webpage is updated regularly:  <a href="#">DfE Latest Documents</a></p> <p>See expectations of schools in: <a href="#">Actions for schools during the Coronavirus Outbreak</a></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</p>

		<p>made to published information regarding remote education</p> <ul style="list-style-type: none"> <li>• 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 <b>to help break chains of transmission.</b></li> <li>• Contingency plans should highlight: <ul style="list-style-type: none"> <li>- the types of measures that the school should be prepared for</li> <li>- who can recommend these measures and where</li> <li>- when measures should be lifted</li> <li>- how decisions are made</li> </ul> </li> </ul>	<p>government guidance.</p> <p>All staff are to actively engage in reviewing the academy risk assessments and update accordingly.</p> <p>Such reviews and updates should always consider the age profile of pupils and ensure it is clear for all members of the academy community to understand (40% EAL).</p>			<p>an area, ministers will take decisions on an area-by-area basis.</p>
2	<p><b>Ensure control measures are in place to avoid school or local outbreaks</b></p>	<p>Now that social distancing and bubbles are no longer recommended in schools, ensure the following measures are adhered to:</p> <p><b>Hand hygiene:</b></p> <p>Frequent and thorough hand cleaning is regular practice. The school ensures that pupils clean their hands</p>	<p>The risk of transmission between pupils and staff is increased, with a change to government guidance.</p> <p>Year groups are spending more time together in the academy day</p>	All staff	Ongoing	<p>Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <b>COVID-19: cleaning of non-healthcare settings</b> <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">HYPERLINK "https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings"</a>outside the home which should be followed in the event of a suspected or confirmed case</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</p>

	<p>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><b>Respiratory hygiene:</b></p> <p>The 'catch it, bin it, kill it' approach continues to be adhered to in school.</p> <p><b>Cleaning:</b></p> <p>Areas and equipment are cleaned regularly with a particular focus on frequently touched surfaces</p> <p><b>Ventilation:</b></p> <p>The school will be well ventilated and windows and doors opened to create air flow.</p> <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</p>	<p>with an end to bubbles.</p> <p>The infant age group of pupils requires regular staff reminders for hand and respiratory hygiene measure.</p>			<p>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"> <li>1. Strengthened communications to encourage pupils / students to undertake twice weekly rapid asymptomatic home testing and reporting</li> <li>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</li> <li>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</li> <li>4. Increased frequency of testing</li> </ol> <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>
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		<p>holding events where visitors such as parents are on site.</p> <p>Adjust any mechanical ventilation systems to increase the ventilation rate where possible.</p> <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"> <li>• whether any activities could take place outdoors, including exercise, assemblies, or classes</li> <li>• ways to improve ventilation indoors, where this would not significantly impact thermal comfort</li> <li>• one-off enhanced cleaning focussing on touch points and any shared equipment</li> </ul> <p>Seek additional public health advice if leaders are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.</p>				
3	<p><b>Reintroduce asymptomatic testing sites</b></p>	<p>Communicate clearly to staff if there is a need to increase the use of home testing by</p>	<p>Such reviews and updates should always</p>	<p>SLT/Local Board/All staff.</p>	<p>Ongoing (as the</p>	<p>These measures may be advised:</p> <ul style="list-style-type: none"> <li>• for an individual setting only, by directors of public health as part of their responsibilities in outbreak</li> </ul>

	<p><b>(ATS) if this is advised for settings in the area</b></p>	<p>staff (and Pupils where necessary and appropriate).</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>consider the age profile of pupils at the academy and ensure it is clear for all members of the academy community to understand (40% EAL).</p>		<p>need is presented)</p>	<p>management, or</p> <ul style="list-style-type: none"> <li>• for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and directors of publichealth decide it is appropriate.</li> </ul> <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><b>4</b></p>	<p><b>Possible attendance restrictions</b></p>	<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>Within such guidance PHIA academy will be open to potentially all pupils on roll dependent on staffing capacity.</p> <p>The remote learning offer and live teaching expectation will need to be reviewed and</p>	<p>SLT/Local Board/All staff.</p>	<p>Ongoing (as the need is presented)</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>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</p>

	<p>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.</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>adapted to ensure the statutory requirement for all pupils is adhered to by the academy.</p> <p>The academy is to ensure all parents and stakeholders are aware of any changes to the provision required in light of a rise of infection rates or a change in government guidance.</p>			<p>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 <a href="#">Get help with remote education</a>.</p>
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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.](#)

*Out-of-school settings and wraparound childcare*

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.

Where vulnerable children and young people are absent, education settings should:

	<ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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</li><li>• 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</li></ul>				
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5	<b>Staffing</b>	<ul style="list-style-type: none"> <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 guidance</li> <li>• Regularly update the school staffing audit as situations may change</li> <li>• Revise school induction programme to ensure ECTs / new staff are informed of expectations and processes should a local outbreak occur</li> <li>• Have clear processes in place for in school and</li> </ul>	<p>The academy SLT is to ensure all staff are aware of the collective responsibility in understanding changes to government guidance, academy protocols and related documents.</p> <p>Staffing capacity is to be carefully considered and articulated to all stakeholders if the academy is unable to achieve the full remote learning offer as well as the live teaching.</p>	SLT/Local Board/All staff.	Ongoing	<p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</p>
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		<p>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>			
6	<p><b>Infection prevention and control in the case of an outbreak</b></p>	<p>When the thresholds at the top of this document have been reached, review and reinforce the testing, hygiene and ventilation measures already in place.</p> <p>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.</p> <p>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.</p> <p>Be prepared that there may be a need for increased use</p>	<p>Staffing capacity is to be carefully considered and articulated to all stakeholders if the academy is unable to achieve the full remote learning offer as well as the live teaching.</p> <p>The academy is to remain in regular contact with the neighbouring Junior site to ensure consistent provision and shared knowledge for families across both sites.</p>	SLT	<p>Ongoing</p> <p>Additional testing and face covering measures may be advised:</p> <ul style="list-style-type: none"> <li>• for an individual setting only, by DsPH as part of their responsibilities in outbreak management, or</li> <li>• 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</li> </ul> <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 in schools from the autumn term.</p> <p>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if</p>

	<p>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>Be prepared in the event of a major outbreak or variant of 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</p>				<p>they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.</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>Under-18s, irrespective of their vaccination status, and double vaccinated adults will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with</p>
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	<p>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 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>COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul> <p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <u>PCR test</u>.</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 a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.</p> <p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</p>
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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.

Whilst awaiting the PCR result, the individual should continue to self-isolate.

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

Be prepared to take action if the school is advised to limit open days, transition or taster days by discussing in advance how this will be communicated, when and by whom.

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.

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.

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.

Continue to advise that anyone with symptoms should take a PCR test. Whilst awaiting the PCR result, the individual should continue to self-isolate.

Staff and pupils with a positive LFD test result

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	<p>should self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19)</a> 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><b>7 Communicating with External contractors in the event of an outbreak</b></p>	<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> <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> </ul>	<p>Staffing capacity is to be carefully considered and articulated to all stakeholders if the academy is unable to achieve all requirements.</p> <p>Staff cascade to be in place and contingency for if cascade cannot be fulfilled.</p>	<p>SLT/ABM/all staff</p>	<p>Ongoing</p>	

		<ul style="list-style-type: none"> <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.</p> <p>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>				
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 <a href="#">because they have had symptoms or a positive test result themselves</a>. Extra funding will be provided to support schools to provide</p>	<p>Staffing capacity is to be carefully considered and academy staff to work closely with food provider to ensure staffing ratios remain available to serve food to academy pupils.</p> <p>Staff responsible for ordering food and fsm food parcels to have</p>	SLT/ABM	Ongoing	<p>Should no changes be recommended then ensure that the school continues to follow the guidance on <a href="#">supporting children eligible for free schools meals</a></p>

	<p>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>a clear structure of responsibility to ensure meals remain ordered, available and delivered.</p>			
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## A2: Curriculum planning

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
9	<p><b>Review school plans for immediate remote learning provision should an outbreak lead to a school closure</b></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>In developing these contingency plans, schools should:</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> </ul>	<p>Staffing capacity is to be carefully considered and articulated to all stakeholders if the academy is unable to achieve the full remote learning offer as well as the live teaching offer.</p> <p>Academy to ensure all</p>	SLT	Ongoing	<p>The expectations for remote education are set out in the <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">schools coronavirus HYPERLINK "https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak"</a>(COVID-19) operational guidance. Further support and information for teachers and leaders can be found on <a href="#">Get help with remote education</a>.</p>

		<ul style="list-style-type: none"> <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. so that pupils with SEND can successfully access remote education alongside their peers.</li> </ul> <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 : <a href="#">Get help with technology during coronavirus</a></p>	<p>parents have provided information regarding their ability to access remote learning and via acceptable and useable devices.</p> <p>Academy to ensure suitable printable resources and exercise books are available.</p> <p>Parent/Academy device agreements are signed and devices are cared for.</p>			
10	<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 <a href="#">previously</a> 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>The academy SLT is to ensure all staff and Local Board members consider themselves to have a</p>	<p>All staff/Local Board</p>	<p>Ongoing</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 HYPERLINK</a> <a href="https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning-programme">"https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning-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>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>Ensure teachers know they can access the free <a href="#">MindEd HYPERLINK</a> <a href="https://www.minded.org.uk/">"https://www.minded.org.uk/"</a> <a href="#">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>collective responsibility in sharing knowing where to find information to support with trauma based experiences.</p> <p>Such reviews and updates should always consider the age profile of pupils and ensure it is clear for all members of the academy community to understand (40% EAL).</p>			
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		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				
<b>1 1</b>	<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. <a href="#">During a national lockdown</a> 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><a href="#">During a national lockdown</a> vulnerable children and young people who have not attended their setting following the introduction of national</p>	<p>Academy capacity to ensure all absence is recorded and tracked, whilst relying on regular communication with parents and carers. (KCSIE, Sept 2021)</p> <p>Such reviews and updates should always consider the age profile of pupils and ensure it is clear for all members of the academy community to understand (40% EAL).</p>	SLT/Admission staff DSLs	Ongoing	<a href="#">Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a>

	<p>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 young people who might be newly vulnerable and benefit from on-site attendance.</p> <p><a href="#">In the case of another national lockdown the</a> 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>				
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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	<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>The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus which will support local risk assessments and provides guidance for first aiders</li> </ul>	Staffing capacity is to be carefully considered to ensure regular reviews of: Risk assessment(s) Protocols Government guidance.	SLT	Ongoing (and if required)	<p><a href="#">Actions for schools during the Coronavirus Outbreak</a></p> <p><a href="#">Health and safety advice for schools</a></p> <p><b>East Sussex model Risk Assessment</b> (See ESCC Schools Message Board)</p> <p><i>Model risk assessments are available on the H&amp;S pages on Webshop.</i></p>

13	<p><b>Site</b> Prepare the site for re-opening as well as for future partial or full closure at the direction of PHE</p>	<ul style="list-style-type: none"> <li>• Ensure that measures being put in place are explained to staff and involve staff in the process to support wellbeing</li> <li>• Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines</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.</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 opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</li> <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</li> </ul>	<p>Staffing capacity is to be carefully considered and articulated to all stakeholders if the academy is unable to achieve the necessary opening of the academy.</p> <p>Such reviews and updates should always consider the age profile of pupils and ensure it is clear for all members of the academy community to understand (40% EAL).</p> <p>Premise Manager role is of paramount importance and if absent the academy requires significant support from UoBAT and/or neighbouring Junior setting (through mutual consent).</p>	SLT/ABM/ Premises Manager	Ongoing reviews required.	<p><a href="#">Schools coronavirus operational guidance</a></p> <p>Good ventilation is essential at all times in classrooms and particularly during this period.</p> <p><a href="#">HSE guidance on ventilation and air conditioning</a></p>
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		operational, and all fire doors are operational.				
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#### B4: Safeguarding

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
14	<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 updated guidance</li> <li>Ensure adherence to statutory duties as outlined in KCSIE (updated September 2021)</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>Ask visitors to assess themselves in terms of having any symptoms of COVID-19 before coming into the school</li> <li>Ensure that record keeping is up to date particularly where children have not been in school, or where</li> </ul>	<p>The safeguarding team requires clear, regular and effective communication between the lead DSL and 3 Deputy DSLs.</p> <p>Regular review of online safety to ensure considerations are further considered in, but particularly outside of the academy.</p> <p>Staff could have a lower capacity to record safeguarding matters and conversations on CPOMs to support common understanding.</p>	DSLs All staff	Ongoing	Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, <a href="#">keeping children safe in education</a>

		<p>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"> <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>	<p>The academy staff, particularly DSLs, to hold WSCC LA Social Care to account if safeguarding responsibilities are not fulfilled.</p>			
<b>15</b>	<b>Support for vulnerable families and members of</b>	<ul style="list-style-type: none"> <li>• Regular telephone calls to families</li> <li>• Individual support plans around the family of vulnerable</li> </ul>	<p>The safeguarding team requires clear, regular and effective communication</p>	<p>DSLs All staff</p>	<p>Ongoing</p>	<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><b>the community at higher risk</b> Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak</p>	<p>pupils, working alongside other agencies as appropriate.</p> <ul style="list-style-type: none"> <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> <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</li> </ul>	<p>between the lead DSL and 3 Deputy DSLs.</p> <p>Regular review of online safety to ensure considerations are further considered in, but particularly outside of the academy.</p> <p>Staff could have a lower capacity to record safeguarding matters and conversations on CPOMs to support common understanding.</p>		<p><u>ISEND guidance: (Supporting Pupils with SEND to return to School)</u> <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><u>PHE's review of the impact of Covid-19 on BAME groups</u> 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 <a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p>
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or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests

- 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