

Contingency Framework Template for Educational settings

The key principles set out in the contingency framework are:

- maximise the number of children in face-to-face education or childcare and minimise any disruption in a way that best manages the COVID-19 risk
- managing transmission should be weighed against any educational drawbacks
- measures should affect the minimum number of children for the shortest time
- attendance restrictions should be considered as a last resort where all other risk mitigations have not broken chains of in-school transmission

Settings are required to update their outbreak management / contingency plan and describe how they will respond if children, pupils, students or staff test positive for COVID-19, how they will operate if they are advised to reintroduce any measures to help break chains of transmission. This template will help guide you in what measures you may need to consider in order to reduce the spread of Covid-19.

Local Process (Wiltshire Council Public Health)

In accordance with changes in government guidance the service will be different to the response prior to the end of the summer term 2021.

Please familiarise yourselves with the most up to date Covid Action card on Right Choices Covid Page.

In order that we can support you we ask that you keep us informed of your case numbers of PCR confirmed Covid-19 using the daily snap survey link located on the Right Choices Covid page so we can prioritise those settings most in need.

Please be aware that due to the number of settings who may be requiring our additional support during this term you may not get a call back the same day.

The local authority is well placed to give local public health support alongside the education/early years team. Whilst schools can still choose to contact the DfE helpline (0800 046 8687) we ask that settings seek support through one route only.

Thresholds for considering additional measures

The DfE has defined 'thresholds' to indicate that transmission may be occurring within a setting and additional control measures may be needed.

- 5 cases / 10% of pupils/staff, who are likely to have mixed closely, test positive within a 10-day period (mainstream schools);
- 2 cases who are likely to have mixed closely* test positive within a 10-day period (SEND/residential schools or settings with <20);
- There are any admissions to hospital for COVID-19.

The template below will need to be adapted according to your own individual circumstances and settings. The Director of public health and/or SWHPT may recommend other measures as appropriate and proportionate to the outbreak.

UPDATES BASED ON 15/12/21 AND 02/01/22 GUIDANCE FROM DFE – SEE BELOW

DFE STATES:

Guidance

Children of critical workers and vulnerable children who can access schools or educational settings

Updated 2 January 2022

In all circumstances, and in all settings, priority should continue to be given to vulnerable children and young people and children of critical workers (as defined below) to attend full time.

Guidance

Contingency framework: education and childcare settings

Updated 15 December 2021

Attendance restrictions

High-quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort:

- for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission
- across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS

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.

Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending.

Remote education

High-quality remote learning in schools, further education, and higher education settings should be provided for all pupils and students if:

- they have tested positive for COVID-19 but are well enough to learn from home
- attendance at their setting has been temporarily restricted

On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers. If settings 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.

School Statement

The outbreak management plan set out below clearly states the actions to be put in place.

There is a national commitment to ensure the continuation of face-to-face education.

There is also a national commitment to ensuring, where possible within local outbreak decisions by public health, that face-to-face learning continues for vulnerable and key worker children (but please note that it may be that these pupils have to isolate and learn from home if well enough).

Where Public Health advises the reduction of this face-to-face then our contingency planning below will be followed within these considerations:

<u>Can the number of pupils remote learning be kept to a minimum through</u>
<u>the use of Support Staff being re-deployed to teach a class</u>
<u>the use of supply staff being brought in to teach a class</u>
<u>through the combination of classes (larger class numbers if it is because of a lack of staff and supply staff availability)</u>
<u>keeping vulnerable and key worker pupils in face-to-face education if possible (whilst other children may have to be remotely educated)</u>

Remote education will be provided through Google Classroom.

<u>Pupils learning remotely will need to log-in to the lessons being delivered in school and registers will be kept. Those pupils unable to log-in due to a lack of devices at home will be able to use school devices – as long as they sign a user agreement.</u>
<u>Those children in Oak within continuous provision learning will have ideas and tasks sent home via Tapestry / Google Classroom. Teachers of EYFS will arrange for small group 'tutor time' sessions with pupils via TEAMS or Google Meet.</u>
<u>Elm to Ash = Cameras / microphones will be on the class teacher so that remote learners can see the instructions by the teacher.</u>
<u>Powerpoints and other digital resources used in teaching will be made available via Google Classroom</u>
<u>Pupils will need to send their learning they do at home back into school via Google Classroom or Email or Tapestry</u>
<u>Teachers in Elm to Ash will then provide a 'pick-up' period in the lesson for those learning at home to ask questions during the lesson if they are stuck.</u>
<u>Pupils will not be able to log-in to such lessons as PE, but ideas for physical activity will be sent home.</u>
<u>The school will introduce a timetable for 1:1 reading and small group intervention sessions within the staffing capacity available</u>

Outbreak Management Plan template

The measures settings choose to use will need to change according to the levels of cases in their setting or circulating in the community. This includes introducing more measures as cases rise or reducing measures as cases fall. We advocate caution when reducing measures because of the time it takes for Covid levels to respond to any intervention.

Measures	Baseline	Covid Cases within the setting but not at threshold level	Covid Cases at threshold level	Unmitigated spread of Covid	Additional Planning considerations
Cleaning regimes	<p>Provide detail about cleaning regimes <u>Daily 'Yellow Level' cleaning by Cleaning contractors.</u></p> <p><u>Play / lunchtime cleaning of touchplates by staff</u></p>	<p>Provide detail about enhanced cleaning focusing on touch points</p> <p><u>Play / lunchtime cleaning of touchplates by staff and of tables</u></p>	<p>Detail if you identify any cohorts where maintaining hygiene standards may be difficult and how you will address this</p> <p><u>Deep Clean 'Red Level' of identified areas used by threshold group</u></p> <p><u>Individual writing implements to be re-introduced</u></p> <p><u>Shared equipment (playtime / PE / Science) to be cleaned and 72hrs between use across different classes</u></p>	Continue as per previous levels	
Ventilation	<p>Provide detail of how you will keep occupied spaces well ventilated</p> <p><u>Windows and doors to be open</u></p>	<p>Detail how you might further:</p> <p>-improve ventilation indoors</p>	<p>Continue as per previous levels</p> <p><u>If required return to zoned areas for pupils so inner doors can remain open for ventilation</u></p>	Continue as per previous levels	<u>Use of CO2 monitors now in place</u>

	<u>as long as comfort heating levels remain</u> <u>Additonal fencing installed to ensure safeguarding</u>				
Contact tracing of staff cases	Staff cases to be reported to isolation hub 020 3743 6715	Continue as per previous levels	Continue as per previous levels	Continue as per previous levels	
Testing, self-isolation and managing confirmed cases of Covid-19	Follow and promote public health guidance <u>Staff LFTs 2x per week at home</u> <u>Newsletters informing parents of Public Health guidance</u> <u>Covid isolation space and immediate parental collection</u>	Continue as per previous levels <u>Letters to parents of cases and reminding of public health guidance</u>	Detail how you would: -increase LFD testing (in eligible cohorts) if advised to do so by public health <u>Staff daily LFTs at home</u> <u>Letter to parents about actions to be taken – following guidance from Public Health</u>	If required to, detail how you would reintroduce on site symptomatic testing <u>n/a to primary schools</u>	-Consider and detail cohorts for testing - Detail the local process for obtaining test kits -Clear communications required to parents and carers if on site testing is stood up
Messaging about signs and symptoms of Covid 19	Provide detail about how you might deliver strong messaging	Provide detail of how you might: - strengthen communications to encourage uptake of	Continue as per previous levels <u>Re-introduce signage</u>	Continue as per previous levels	

	about signs and symptoms of Covid-19, isolation advice and testing to support prompt isolation of suspected cases Newsletters, Risk Assessments, webiste	LFD testing in eligible cohorts - Symptoms -isolation if a suspected or confirmed case -Consider sending a warn and inform letter to parents Newsletters Specific letters to school or specific cohorts			
Vaccinations	Encourage vaccination uptake for eligible students and staff All staff double vaccinated	Provide detail about how you will encourage uptake of vaccination in eligible staff and students Meetings to discuss if needed – not needed as all double vaccinated	Continue as per previous levels	Continue as per previous levels	
Promotion of PCR testing for close contacts for over 5-year-olds	Promotion of PCR testing for close contacts identified by NHS Test and Trace Newsletters, emails to suspected cases	Continue as per previous levels	If there is clear transmission between a group and contact can be clearly defined you may consider communicating to parents that the recommendation is that their child gets a PCR test Specific letter to parents of affected groups	Continue as per previous levels	Omicron variant adaptation – requirement for self-isolation and PCR
Moving activities outdoors	Detail how you might proactively:	Detail how you might:	Continue as per previous levels	Continue as per previous levels	

	<ul style="list-style-type: none"> -Consider what activities could be moved outdoors -Think about large groups that wouldn't normally mix -Consider activities where singing, shouting or exercising may take place 	<ul style="list-style-type: none"> -Consider what activities could be moved outdoors -Think about large groups that wouldn't normally mix -Consider activities where singing, shouting or exercising may take place <p><u>No whole school worships inside</u></p> <p><u>Class playtimes and lunchtimes separate</u></p> <p><u>No singing in worship</u></p>			
Social distancing and reducing crowding and mixing	<u>No requirement to do so</u>	<p><u>No requirement to do so</u></p> <p><u>KS1 / KS2 playtimes and lunchtimes separate</u></p> <p><u>Staff meetings can be online – otherwise wear masks – email and staff whatsapp group</u></p>	<p>If you are seeing transmission within the setting you may decide to reduce mixing. Provide details of measures you may need to reintroduce</p> <p>This may include:</p> <ul style="list-style-type: none"> -smaller groups -limiting staff face to face meetings <p><u>Staggered times / separate entrances to return</u></p> <p><u>No whole school worships inside</u></p>	Continue as per previous levels	<p>Look at previous risk assessments, detail. - How you will communicate the changes to parents and carers?</p> <ul style="list-style-type: none"> -How will you implement any structural changes? -ensure you have sufficient staffing if reducing class sizes <p><u>Newsletters and specific letters to parents</u></p>

			<u>Class playtimes and lunchtimes separate – lunch in classes again</u> <u>No singing in worship</u> <u>Intervention spaces will be redefined by class pace only – dividers put up in hall</u>		
Limitations of residential education visits, open days, parents' evenings, live performances			<p>What is your plan for limiting visits, open days live performances? <u>Open day would be cancelled and re-assigned to different day.</u></p> <p><u>Parents evenings are 1:1, wearing masks, ventilated space, cleaning down of chair and table between, no waiting space for parents</u></p> <p><u>Live performances would be cancelled and would be digital version only</u></p> <p><u>Church services for parents would be cancelled and return to online worships</u> Detail how you would step up and down these processes as required</p>	Continue as per previous levels <u>Parents evenings to be online only</u>	<u>Face to face parents evenings but with masks and increased ventilation / cleaning</u> <u>See Christmas / Plan B risk assessment updates for Christmas Events</u>

			Following advice from the LA and public health Letters / newsletters issued to parents detailing changes		
Attendance restrictions	If specific case suspected then child to get PCR and return when negative			<p>Any restrictions to the attendance of pupils (non-cases) may only be considered in extreme cases 'as a short-term measure and as a last resort'. where other measures have been implemented and have not broken chains of transmission ** IMT required**</p>	<p>Priority to be given to vulnerable children to attend their normal timetable</p> <p>Omicron variant – no attendance, self-isolation and PCR</p>
Partial closure				<p>List what will be put in place should a large number of children and/or staff need to go home and be in receipt of high quality remote learning due to stepped up measures to break a chain of infection.</p> <ul style="list-style-type: none"> • Provide location of your remote learning plan(s), e.g. remote learning policy). • Be clear on how you will continue to prioritise meals or lunch parcels for pupils eligible for 	<p>Should a class be closed following public health guidance then:</p> <p>Learning will be via Google Classroom and Microsoft Teams</p> <p>Lunches for FSM will be available for parents to collect from the school site at 12noon</p>

				<p>benefits-related free school meals while they are not attending because of COVID-19 isolation guidelines.</p> <ul style="list-style-type: none"> • Insert details of how you'll distribute meals or lunch parcels to pupils (e.g. parents collect from setting). • Clear comms: to parent/carers and on your setting website of these arrangement <p>NOTE: CYP/staff are not being asked to isolate.</p> <p>In implementing this partial closure state how will you ensure:</p> <ul style="list-style-type: none"> • Equal access to teaching and learning for all • EHCP requirements will be met • Provision for CiN, CYP on CP Plan, and LAC will be met • Sufficient staffing capacity ensures effective curriculum delivery 	<p><u>Newsletter and specific partial closure letter (emailed) to parents....will also be on website.</u></p> <p><u>Laptops available for those that do not have online devices</u></p> <p><u>Individualised planning and weekly meetings with SENCO</u></p> <p><u>Individualised planning Daily check-ins by HT</u></p> <p><u>HT cover</u> <u>Supply cover</u> <u>LSA cover</u></p>
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					<p><u>If cannot do these above then will merge classes</u></p> <p><u>If not enough staff will need to consider extension of rarios whilst remainng safe</u></p> <p><u>Supply staff to be used</u></p> <p><u>If not enough staff then consider partial closure and remote learning for specifcgroups</u></p>
Full Closure				<p>List what will be put in place should a large number of children and/or staff need to go home and be in receipt of high quality remote learning due to stepped up measures to break a chain of infection.</p> <ul style="list-style-type: none"> • Provide location of your remote learning plan(s), e.g. remote learning policy). • Be clear on how you will continue to prioritise meals or lunch parcels for pupils eligible for benefits-related free school meals while they are not attending 	<p>When transmission reaches the point that partial closures and/or staffing capacity can no longer maintain safe teaching and learning within the setting, the outbreak control process may recommend a move to remote learning for the whole school for a short period of time</p> <p><u>Google Classrooms and TEAMs – now exploring GOOGLE MEET to replace TEAMS</u></p>

				<p>because of COVID-19 isolation guidelines.</p> <ul style="list-style-type: none"> • Insert details of how you'll distribute meals or lunch parcels to pupils (e.g. parents collect from setting). • Clear comms: to parent/carers and on your setting website of these arrangement <p>NOTE: CYP/staff are not being asked to isolate.</p> <p>In implementing this partial closure state how will you ensure:</p> <ul style="list-style-type: none"> • Equal access to teaching and learning for all • EHCP requirements will be met • Provision for CiN, CYP on CP Plan, and LAC will be met • Sufficient staffing capacity ensures effective curriculum delivery 	<p><u>FSM lunches can be collected from school at 12noon</u></p> <p><u>Newsletter / specific letter emailed to parents</u></p> <p><u>Laptops available for those with no digital access</u></p> <p><u>Individualised planning</u> <u>Regular weekly meetings online with SENCO and HT</u></p> <p><u>HT cover</u> <u>Supply cover</u> <u>LSA cover</u></p>
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					<u>If cannot do these above then will merge classes</u>
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Additional Considerations

Please note the following considerations, should attendance be restricted for any reason:

Remote Learning:

High-quality remote learning in schools, further education and higher education settings should be provided for all pupils and students if:

- They have tested positive for COVID-19 but are well enough to learn from home; or
- Attendance at their setting has been temporarily restricted

Safeguarding measures:

- Review child protection policy to make sure it reflects any local restrictions and remains effective.
- Aim to have a trained DSL or deputy DSL on site wherever possible.

Adapt as necessary according to the arrangements you have in place

- If the DSL (or deputy) can't be on site, they can be contacted remotely by (insert contact details).
- If the DSL (or deputy) is unavailable, we will share a DSL with (insert setting name). Their DSL can be contacted by (insert contact details). Baseline measures (operational intervention to manage and prevent ongoing transmission)