



## Pevensey and Westham CE Primary School

# Contingency plan for any potential future outbreak

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

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

**Headteacher: Luke Paramor**

**Chair of Governors: Richard Sage**

**Date: 24/08/21**

## 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
1	<b>Keeping leaders and governors 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. Governors to be updated at full governor meeting by HT. HT to take responsibility to inform governors of specific issues or information is needed.</li> <li>Risk Assessments reviewed regularly and updated as necessary.</li> <li>Ensure that any necessary updates are made to published information regarding remote education</li> <li><a href="#">East Sussex Outbreak Control Plan for Covid-19</a> reviewed</li> </ul>		LP		<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>
2	<b>Ensure control measures are in place to avoid school or local outbreaks</b>	<p>See PaWs full risk assessment.</p> <p>The school will be proactive in stepping measures up or down in future depending on local and national circumstances.</p>		LP	Risk assessment reviewed as needed	Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <u>COVID-19: cleaning of non-healthcare settings outside the home</u> which should be followed in the event of a suspected or confirmed case
3	<b>Reintroduce asymptomatic testing sites (ATS) if this is advised for settings in the area</b>	<p>PaWS staff to continue twice weekly LFD testing until at least the end of September.</p> <p>Communicate clearly to staff if there is a need to increase the use of home testing by staff.</p> <p>Consider how ATS could be implemented in a way that does not negatively impact on the education provided to the pupils</p>		SW	Review end of September	

<p>4</p>	<p><b>Possible attendance restrictions</b></p>	<p>High-quality remote education will be provided for all PaWS pupils not attending. For ease of access to parents and children this will be in-line with what was in place for the previous lockdown and supplemented by additional online content.</p> <p>In all circumstances, priority will continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.</p> <p>If the likelihood of a further lockdown increases, the school will communicate 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>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><u>PaWS Xtra breakfast and after school provision -</u> If attendance restrictions are needed, children of critical keyworkers and vulnerable children will be prioritised. For all other children, parents and carers will only be allowed to access these providers for face-to-face provision for their children for a limited set of essential purposes, such as to allow them to go to or seek work, attend a medical appointment, or undertake education and training.</p>		<p>LD/KK</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 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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		<p>Where vulnerable children and young people are absent, the school will:</p> <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>				
5	Staffing	<ul style="list-style-type: none"> <li>• If PaWS employs supply staff to cover teacher absence, we will communicate expectations if the school was to close</li> <li>• 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>• Different staffing scenarios will be considered.</li> <li>• Staff/governors updated accordingly.</li> <li>• The school will 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> </ul>		LP		<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="#"><u>guidance on protecting people who are CEV from COVID-19</u></a>.</p>

		<ul style="list-style-type: none"> <li>School induction programme ensures Early Careers Teachers and new staff are informed of expectations and processes should a local outbreak occur</li> <li>Clear processes are in place for in school and remote education should a member of staff have a positive result from the PCR home tests. Consideration may be needed for how the workload could be shared if teachers are unable to educate remotely</li> </ul>				
6	<b>Infection prevention and control in the case of an outbreak</b>	<p>The school is 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 will quickly and efficiently reduce mixing between groups, including communication to parents.</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 specifically identifies the individual as being a close contact. Ensure the staff are prepared to advise parents that children under the age of 18 years</p>		LP		<p>The government no longer recommends that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.</p> <p>From 16 August 2021, 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.</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</p>

	<p>old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. However, they should be encouraged to take a PCR test if advised to do so.</p> <p>The school is prepared to take action in case schools are advised to limit residential educational visits – communication should be quickly sent to parents and any insurance investigated</p> <p>PaWS is 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.</p> <p>PaWS is prepared to take action if the school is advised to limit parental attendance in settlings or performances by discussing in advance how this will be communicated, when and by whom and if there are alternative ways to share the experience with parents and carers.</p> <p>If a parent or carer insists on a pupil with symptoms attending your school, the school 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. Our decision would need to be carefully considered in light of all the circumstances and current public health advice.</p>				<p>encourage all individuals to take a PCR test if advised to do so.</p>
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7	<b>Communicating with External contractors in the event of an outbreak</b>	<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 (Harrisons)</li> <li>• Contact fruit provider</li> <li>• Contact milk provider</li> <li>• Contact regular visitors</li> <li>• Contact transport providers</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>		SW		
8	<b>School meals</b>	<p>PaWS will continue to provide meal options for all pupils who are in school. Meals are 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>PaWS will 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>		SW		<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>

**A2: Curriculum planning**

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
9	<b>Review school plans for immediate remote learning provision should an outbreak lead to a school closure</b>	<p>PaWS to 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. In most cases this will involve additional non-contact time for teachers to provide remote learning with HLTA support to cover classes.</p> <p>Remote learning has been discussing amongst staff to fine-tuned.</p> <p>In developing these contingency plans, PaWS will:</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. so that pupils with SEND</li> </ul>		SLT		<p>The expectations for remote education are set out in the <a href="#">schools coronavirus (COVID-19) operational guidance</a>. Further support and information for teachers and leaders can be found on <a href="#">Get help with remote education</a>.</p>



		<p>can successfully access remote education alongside their peers.</p> <p>PaWS has shared outline plans / expectations with staff, parents and pupils.</p> <p>PaWS to agree these principles with governors</p> <p>PaWs to review DfE guidance : <a href="#">Get help with technology during coronavirus</a> as needed.</p>				
10	<p><b>Planning to reduce pupil, staff and parental anxiety in the case of further outbreaks</b></p>	<p>PaWS is 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>PaWS staff to identify any newly vulnerable pupils who may need support. <a href="#">‘Every interaction matters’</a> webinar made available to all staff</p> <p>PaWs has reflected 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>PaWS to 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>		ES		

<p>11</p>	<p><b>Maintaining accurate attendance records</b></p>	<p>PaWS will continue to record attendance in the register. We 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 will 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, PaWS will communicate to parents and carers to identify who needs to go to school. If it proves necessary, we may need to 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. PaWS will 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>PaWS will review any <a href="#">attendance updates</a> should there be school closures</p>		<p>KR</p>	<p><a href="#">Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></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>Throughout the period of Covid-19. PaWS has regularly reviewed and updated the school's Risk assessment to reflect any advice / guidance from the government/PHE.</li> <li>PaWS has reviewed the 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> <li>Measures in place have been explained to staff and involve staff in the process to support wellbeing</li> </ul>		LP		<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 first aid risk assessment is available on the H&amp;S pages on Webshop.</i></p>
13	<b>Site</b> 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>PaWS has reviewed accessibility plan to provide suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines</li> <li>PaWS will ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser</li> <li>PaWS will contact contractors and inform them of the closure details and any arrangements on site including social distancing.</li> <li>PaWS will 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</li> </ul>		SW		<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>

		<p>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, the school will 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, the school will check fire safety systems including making sure: fire alarm system and emergency lights are operational, and all fire doors are operational. Fire drill scheduled during first 3 weeks of term.</li></ul>				
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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>• DSL has reviewed the child protection policy so that it reflects the updated guidance</li> <li>• PaWS ensures adherence to statutory duties as outlined in KCSIE 2020</li> <li>• PaWS 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>• PaWS will 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 they have attended other settings.</li> </ul> <p>Only in an extreme circumstance would there not be a trained DSL on site at PaWS. In such a case, a trained DSL (or deputy) would be available to be contacted via phone or online video, for example working from home</p> <p>Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader will take responsibility for co-ordinating safeguarding on site.</p>		LD	1/9/21	Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, <a href="#">keeping children safe in education</a>

<p>15</p>	<p><b>Support for vulnerable families and members of the community at higher risk</b> Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak</p>	<ul style="list-style-type: none"> <li>• PaWS will regularly make telephone calls to families</li> <li>• Individual support plans around the family of vulnerable pupils are in place, working alongside other agencies as appropriate.</li> <li>• The school will work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies as appropriate.</li> <li>• Lorraine Delaney will be the single point of contact for parents and this will be communicated to parents as needed.</li> <li>• PaWS will update the website as applicable.</li> <li>• PaWS 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, PaWS will:</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>LD</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>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 identified "There is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19"... "Longstanding inequalities have been exacerbated by COVID-19"</p> <p>BAMEed's resources <a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p>
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