

# TEMPLATE APPENDIX - OUTBREAK MANAGEMENT PLAN–February 2022

Primary Schools

## CHECKS AND BALANCES: RESPONDING TO COVID-19

A toolkit to support leaders  
Version 4 25 February 2022

### **Staying COVID Secure – Our Commitment**

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England.
- ✓ COVID-19 continues to be a virus that we learn to live with, and the imperative is to reduce the disruption to children and young people's education.

## COVID-19: Outbreak management plan

Please note: this document is an appendix to the school’s main risk assessment; it should be undertaken in conjunction with the school guidance updated by the Department for Education February 2022 as follows: [Schools COVID-19 operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104422/schools-covid-19-operational-guidance.pdf)

It outlines how schools would operate if children, pupils, students or staff test positive for COVID-19, or if they were advised to reintroduce any measures described in the Contingency framework document to help break chains of transmission [Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104422/contingency-framework-education-and-childcare-settings.pdf).

**ACTIONS SHOULD ONLY BE INSTIGATED IF ADVISED by DfE, Public Health or the Local Authority.**

<b>Assessment conducted by:</b>	Rachel Gallagher	<b>Job title:</b>	Headteacher	<b>Covered by this assessment</b>	Staff, pupils, contractors, visitors, volunteers
<b>Date of assessment:</b>	02/03/22	<b>Review interval:</b>	Monthly	<b>Date of next review:</b>	01/04/22

### Related documents

<b>School/Trust/Local Authority documents/ :</b>	<p><b>Government guidance:</b>  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104422/schools-covid-19-operational-guidance.pdf">Schools COVID-19 operational guidance (publishing.service.gov.uk)</a> (February 2022)                      All education and childcare settings should already have contingency plans (sometimes called outbreak management plans) detailing how they would exceptionally and temporarily reintroduce any measures described in this document to manage risk and minimise disruption to face-to-face education and childcare.                      Decision-makers should endeavour to keep any additional measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible. Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104422/contingency-framework-education-and-childcare-settings.pdf">Contingency framework: education and childcare settings - GOV.UK (www.gov.uk)</a>                      (Updated February 2022)                      Describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency</p>
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	framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. Measures affecting education and childcare may still be necessary in some circumstances as we move into the next phase of our response.
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Record of Review	
<b>Review Date</b>	<b>Overview of review</b>

**Risk matrix**

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
<b>Likely impact</b>	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	M
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>1. Minimising Transmission</b>					
<b>1.1 General</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<p>The DfE thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, these include:</p> <ul style="list-style-type: none"> <li>• a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection</li> <li>• evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19</li> <li>• a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group.</li> </ul> <p>For special schools, alternative provision, SEND/AP units within schools and colleges, open and secure children’s homes and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</p> <ul style="list-style-type: none"> <li>• 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period and/or there are concerns about the health needs of vulnerable individuals within the affected group.</li> </ul> <p>If you meet any of the above thresholds, contact the Health Protection Team for advice and support. Call: 0800 952 1000</p> <p>Identifying a group that is likely to have mixed closely will be different for each setting. Examples are available for each section, but a group will rarely mean a whole setting or year group</p> <p>The director of public health 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. 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>All settings should make sure their contingency plans cover how they would operate if any of the <a href="#">measures described</a> were recommended for their setting or area.</p>					
<b>Direct or Indirect transmission of COVID - 19 virus</b>		<ul style="list-style-type: none"> <li>• The main risk assessment, detailing the prevention and response system of controls in place, continues to be reviewed regularly</li> </ul>	NA		
<b>The threshold has been reached</b>		<ul style="list-style-type: none"> <li>• Review and reinforce the testing, hygiene and ventilation measures already in place.</li> <li>• Consider whether any activities could take place outdoors, including exercise, assemblies, or classes.</li> <li>• Consider ways to improve ventilation indoors, where this would not significantly impact thermal comfort.</li> <li>• Consider one-off enhanced cleaning focussing on touch points and any shared equipment.</li> <li>• Contact Salford Public Health.</li> </ul>	NA NA NA NA NA All control measures will be NA until directed to action		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
			bNA DfE/PH/LA		
<b>1.2 Close mixing</b>					
<b>Extremely high prevalence of COVID-19 and existing measures have failed to reduce community transmission</b>		<ul style="list-style-type: none"> <li>Identifying a group that is likely to have mixed closely will be different for each setting.</li> <li>Early years, could include:                             <ul style="list-style-type: none"> <li>a nursery class</li> <li>a friendship group who often play together</li> <li>staff and children taking part in the same activity session together</li> </ul> </li> <li>For schools, this could include:                             <ul style="list-style-type: none"> <li>a form group or subject class</li> <li>a friendship group mixing at breaktimes</li> <li>a sports team</li> <li>a group in an after-school activity</li> </ul> </li> </ul>	NA  NA All control measures will be NA until directed to action bNA DfE/PH/LA		
<b>1.3 Directed to restrict attendance</b>					
<b>Extremely high prevalence of COVID-19 and existing measures have failed to reduce community transmission</b>		<ul style="list-style-type: none"> <li>High-quality face-to-face education remains a government priority.</li> <li>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 of operational disruption to staffing or where other recommended measures have not mitigated against risks to face-to-face education Or across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS.</li> <li>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.</li> <li>Make reference to the definition of vulnerable children: <a href="https://www.gov.uk/government/consultations/children-of-critical-workers">Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)</a></li> <li>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.</li> </ul>	NA NA  NA  NA  NA	All control measures will be NA until directed to action bNA DfE/PH/LA	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Ensure the attendance restrictions are understood and communicated to pupils, parents/carers, and staff.</li> </ul>			
<b>1.4 Asymptomatic testing of staff</b>					
<b>Extremely high prevalence of COVID-19 / variant of concern (VoC)</b>		<ul style="list-style-type: none"> <li>When a variant of COVID-19 is classed as a <a href="#">variant of concern (VoC)</a>, DHSC will ramp up targeted testing in that geographical area to help suppress and control any possible new cases and better understand the new variants.</li> <li>An increased use of LFD testing may be advised for an individual setting or in areas of high prevalence by DsPH as part of their responsibilities in outbreak management.</li> <li>Staff and pupils are aware of the new national approach to daily testing for contacts of COVID – 19.</li> <li>Staff have received clear communications informing them about the increased use of home testing.</li> </ul>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>All control measures will be NA until directed to action bNA DfE/PH/LA</p>		
<b>1.5 Face Coverings</b>					
<b>Extremely high prevalence of COVID-19 / variant of concern (VoC)</b>		<ul style="list-style-type: none"> <li>Director of Public Health advises that face coverings should temporarily be worn in communal areas or classrooms (by staff and visitors, unless they are exempt).</li> <li>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission.</li> <li>Children of primary school age and early years children should not be advised to wear face coverings.</li> <li>All employers have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff.</li> </ul>	<p>NA</p> <p>NA</p> <p>NA</p>	<p>SCHOOLS MAY WANT TO DETAIL THE SPECIFIC AREAS WHERE THEY WILL EXPECT FACE COVERINGS TO BE WORN</p> <p>SCHOOLS MAY WANT TO INCLUDE WHAT THEY FEEL IS ACCEPTABLE AS A FACE COVERING</p>	
<b>1.6 People that are vulnerable to COVID-19</b>					
<b>Extremely high prevalence of COVID-19 / variant of concern (VoC)</b>		<ul style="list-style-type: none"> <li>people previously considered to be clinically extremely vulnerable (CEV) will not be advised to shield again.</li> </ul>	<p>NA</p> <p>NA</p>		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Individuals previously identified as CEV are advised to continue to follow the same guidance as the general public on <a href="#">how to stay safe and help prevent the spread of COVID-19</a>.</li> <li>Individuals with a weakened immune system should follow DHSC and UKHSA advice for <a href="#">COVID-19: guidance for people whose immune system means they are at higher risk - GOV.UK (www.gov.uk)</a></li> <li>Individuals should consider advice from their health professional on whether additional precautions are right for them.</li> </ul>	NA		
<b>1.7 Actions to consider once a threshold is reached</b>					
<b>Extremely high prevalence of COVID-19 / variant of concern (VoC)</b>		<ul style="list-style-type: none"> <li>Education settings should review and reinforce the testing, hygiene and ventilation measures they already have in place.</li> <li>Consider whether any activities could take place outdoors, including exercise, assemblies, or classes.</li> <li>Consider ways to improve ventilation indoors, where this would not significantly impact thermal comfort.</li> <li>Consider one-off enhanced cleaning focussing on touch points and any shared equipment.</li> </ul>	NA NA NA NA		
<b>1.8 Other measures</b>					
<b>Extremely high prevalence of COVID-19 / variant of concern (VoC)</b>		<ul style="list-style-type: none"> <li>Limit the following if advised by public health:                             <ul style="list-style-type: none"> <li>- residential educational visits</li> <li>- open days</li> <li>- transition or taster days</li> <li>- parental attendance in settings</li> <li>- live performances in settings</li> </ul> </li> <li>Communicate the changes to all stakeholders.</li> <li>Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the educational visit is still appropriate and safe.</li> <li>Only students who are attending the setting should go on an educational visit.</li> <li>Consult the health and safety guidance on educational visits when considering visits.</li> </ul>	NA All control measures will be NA until directed to action bNA DfE/PH/LA NA NA NA NA		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>1.9 Education workforce</b>					
Extremely high prevalence of COVID-19 / variant of concern (VoC)		<ul style="list-style-type: none"> <li>If restrictions on child and pupil attendance are ever needed, leaders will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.</li> <li>Employers should be able to explain the measures they have in place to keep staff safe at work.</li> </ul>	NA  NA  All control measures will be NA until directed to action bNA DfE/PH/LA		
<b>1.10 Remote Education</b>					
Extremely high prevalence of COVID-19 / variant of concern (VoC)		<ul style="list-style-type: none"> <li>Refer to Remote Learning policy.</li> <li>High-quality remote learning to be provided for all pupils if they have tested positive for COVID-19 but are well enough to learn from home.</li> <li>High-quality remote learning should be provided if attendance at their setting has been temporarily restricted.</li> <li>On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers.</li> <li>Make reference to the definition of vulnerable children: <a href="#">Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)</a></li> <li>If settings have to temporarily stop onsite provision (on public health advice), discuss alternative arrangements for vulnerable children with the local authority</li> <li>Refer to <a href="#">Get Help with Remote Education - GOV.UK</a> for remote education expectations and support.</li> </ul>	NA  NA  NA  NA  NA  NA  NA		
<b>1.11 Safeguarding and designated safeguarding leads</b>					
Extremely high prevalence of COVID-19 / variant of concern (VoC)		<ul style="list-style-type: none"> <li>There should be no change to local multi-agency safeguarding arrangements.</li> <li>If attendance restrictions are implemented in any education setting, all local safeguarding partners are expected to be vigilant and responsive to all safeguarding threats with the aim of keeping</li> </ul>	NA  NA All control measures		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<p>vulnerable children and young people safe, particularly as more children and young people will be learning remotely.</p> <ul style="list-style-type: none"> <li>Continue to have regard to any statutory safeguarding guidance:                             <ul style="list-style-type: none"> <li>- <a href="#">Keeping children safe in education - GOV.UK (www.gov.uk)</a></li> <li>- <a href="#">Working together to safeguard children - GOV.UK (www.gov.uk)</a></li> <li>- <a href="#">Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</a></li> </ul> </li> <li>Out of school settings should review <a href="#">Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)</a> guidance Schools (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local restrictions and remains effective.</li> <li>All staff working in the school are aware of, and follow, the revised policy.</li> <li>Schools will have a trained DSL (or deputy) available on site. If operational challenges prevent this, school could consider the following options:                             <ul style="list-style-type: none"> <li>- a trained DSL (or deputy) from the early years setting, school, out-of-school settings or FE provider 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 settings, schools or FE providers (who should be available to be contacted via phone or online video).</li> </ul> </li> <li>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</li> </ul>	<p>will be NA until directed to action bNA DfE/PH/LA NA NA NA NA NA NA NA</p>		
<b>1.12 Vulnerable children</b>					
<b>Vulnerable children are absent</b>		<ul style="list-style-type: none"> <li>Make reference to the definition of vulnerable children: <a href="#">Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)</a></li> <li>School should follow up with 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 attendance.</li> </ul>	NA		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Focus discussions on the welfare of the child and ensure they have access to 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> <li>If settings have to temporarily stop onsite provision on public health advice, discuss alternative arrangements for vulnerable children with the local authority.</li> </ul>			
<b>1.13 Transport</b>					
Extremely high prevalence of COVID-19 / variant of concern (VoC)		<ul style="list-style-type: none"> <li>Transport services to education settings should continue to be provided as normal where children are attending education settings.</li> <li>The <a href="#">Transport to schools and colleges during the COVID-19 pandemic - GOV.UK (www.gov.uk)</a> remains in place.</li> </ul>	NA		
<b>1.14 School meals</b>					
Extremely high prevalence of COVID-19 / variant of concern (VoC)		<ul style="list-style-type: none"> <li>Schools should provide meal options for all pupils who are in school.</li> <li>Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.</li> <li>Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms, or a positive test result themselves.</li> <li>Refer to <a href="#">Providing school meals during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</a> guidance</li> </ul>	NA All control measures will be NA until directed to action by DfE/PH/LA		
<b>2. Additional site-specific issues and risks</b>					
<ul style="list-style-type: none"> <li>Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</li> </ul>					
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**School Leadership Use Only**

<b>Approved by (Head Teacher/ Chair of Governors)</b>	Rachel Gallagher	<b>Date of Approval</b>	02/03/2022
<b>Date Provided to Unions</b>	Click here to enter a date.	<b>Date of Review</b>	Click here to enter a date.