

Outbreak Management Plan

Introduction

This Outbreak Management Plan (OMP) has been prepared in accordance with the [Contingency Framework: Education and Childcare Settings](#) and the [Schools COVID-19 Operational Guidance](#).

Our COVID-19 Main Academy Risk Assessment reflects the current controls we have in place to mitigate the risks posed by COVID-19 so that our students, staff, and other members of the school's community can have confidence that our school is a safe place to study and work.

Our local authority (LA), directors of public health (DsPH) and PHE health protection teams (HPTs) are responsible for managing outbreaks in the local area. Both they and central Government may direct or encourage us to adapt our existing control measures or introduce additional control measures to:

- to help manage severe operational impacts or identified health risks of a COVID-19 outbreak within a setting; or
- as part of a package of measures responding to a Variant of Concern (VoC) or to extremely high prevalence of COVID-19 in the community; or
- to prevent unsustainable pressure on the NHS.

We recognise that the Government's stated overarching objective is "*to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption, while protecting those most vulnerable to increased risk from COVID-19.*"

This OMP sets out our plan to promptly respond to an outbreak of COVID-19 at our school, or to promptly respond to directions from our LA, DsPH or HPT to vary our control measures. It will:

- set out key roles and responsibilities for implementing the OMP;
- explain when and how we will seek further public health advice; and
- provide details on the types of control measures we may be asked to put in place and how we will put these measures in place quickly, communicate the changes, and ensure that every student continues to receive a high-quality education.

Where we introduce additional control measures we will:

- keep these to the minimum number of groups as possible; and
- keep them for the shortest amount of time possible; and
- keep them under regular review and lift them as soon as the evidence supports doing so.

Roles & Responsibilities

The Principal is ultimately responsible for activating our OMP and deciding which control measures to adapt or adopt.

On a day-to-day basis Attendance Officer is responsible for notifying the Principal when any of the thresholds below are met, or when the LA/DsPH/HPT direct or advise us to adapt/adopt further control measures.

When & How We Will Seek Further Public Health Advice

We will seek further public health advice if any of the thresholds below are met:

- a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection; or
- evidence of severe disease due to COVID-19, for example if a pupil, student or child or staff member is admitted to hospital due to COVID-19; or
- a cluster of cases where there are concerns about the health needs of staff or students [at high risk](#) from COVID-19 within the affected group.

Where we determine that one of the thresholds listed above has been met, we will:

1. call the DfE Coronavirus Helpline (0800 046 8687) or call our LA/DsPH/HPT to seek advice;
2. report this to Mike Burden in the head office of Ark Schools;
3. review and reinforce control measures that we already have in place;
4. consider adapting existing control measures or adopting new ones (see [below](#)) and update our COVID-19 Main Academy Risk Assessment if we do so; and

communicate with parents and staff that a threshold met and what action we have taken and are taking.

Possible Control Measures

If we implement any of the control measures noted below, we will communicate with students and their parents/carers by email. Additional control measures will usually only be introduced for a specific group but may sometimes be required across a whole year group or the whole school.

Testing

We may ask students (not including primary pupils) and staff to resume rapid lateral flow device testing to identify asymptomatic cases.

We may re-open our asymptomatic test site and ask secondary students to be tested here, rather than at home, so that they are supervised by trained members of staff. If we do this, we will arrange the timetable of the ATS (or the school day) to avoid impacting the education of students.

Face Coverings

Where advised by DsPH we may strongly encourage staff, visitors, and students (or any combination of these) to wear a face covering when at school in particular scenarios, such as in corridors and other tight spaces, or in classrooms. If we do this, we will be mindful that some individuals may be exempt from wearing a face covering. We will not ask children in a primary

setting to wear face coverings. We will not deny a student education on the grounds of whether they are/aren't wearing a face covering.

Educational Visits

We may suspend non-residential and/or residential educational visits.

Open, Transition and Taster Days

We may suspend in-person open, transition and taster days. If we do this, we will work to provide an online experience for students and their families.

Parental Attendance in Settings

We may restrict parents from attending the school by conducting meetings online or by phone. If we do this, we will ensure that parents who have difficulty accessing meetings online or by phone are not disadvantaged.

Live performances in Settings

We may suspend live performances e.g., music and drama performances. If we do this, we will endeavour to provide an alternative way for our students to perform and for families to take part e.g., by providing a live stream to a performance.

Meetings

We may ask our staff to avoid conducting meetings in person, and instead to meet virtually.

Increase in Outdoor Activities

We may arrange for some activities to be carried outdoors e.g., exercise, assemblies, classes, performances.

Social Distancing

We may re-introduce social distancing, encouraging staff and students to keep at least 2m away from one another. If we do this, we will facilitate this by rearranging furniture in teaching spaces and classrooms. We may put one-way systems in place around parts of the school.

Assemblies

We may suspend in-person assemblies and move these to a virtual experience.

Bubbles

We may re-introduce “bubbles”, keeping certain year groups or classes separate, so that students do not mix with one another whilst at school.

Staggered Start/End Times

We may revise the school timetable to stagger the start and end times of the school day in order to reduce the number of people entering and exiting the school at the same time.

Attendance Restrictions

In the short term and as a last resort we may be required to restrict access to face-to-face education and move students to remote learning. This will only be considered in extreme cases of operational disruption to staffing or where other measures have not mitigated against risks to face-to-face education. This may also be necessary to suppress or manage dangerous variant and to prevent unsustainable pressure on the NHS.

If it becomes necessary to restrict access to face-to-face education for some or all groups of students, we will:

- provide high quality remote learning via Microsoft Teams.
- prioritise face-to-face education for vulnerable children and the children of critical workers. If we cannot deliver this on site, we will work with the LA to agree an alternative location where these children can have face-to-face education. We recognise that the DfE may also direct other groups to be prioritised for face-to-face education.
- continue to provide free school meals for any eligible students either by providing vouchers or by providing food parcels.
- have a trained Designated Safeguard Lead (DSL) available on site (or a deputy DSL). If this is not possible, then a trained DSL (or deputy DSL) will be available by phone or video, and additionally, a senior leader will take responsibility for co-ordinating the safeguarding on site.
- continue to maintain contact with vulnerable children and their families or carers, working with the local authority and social worker (where applicable).
- limit attendance on any educational visits to those who are attending school in person during the restriction of face-to-face education.

Appendix: Close Mixing

In line with the guidance contained in the Contingency Framework, we consider people may have mixed closely where an individual with confirmed COVID-19 is involved in any of the scenarios listed below.

In EYFS settings:

- a nursery class
- a friendship group who often play together
- staff and children taking part in the same activity session together

In primary and secondary settings:

- a form group or subject class
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity