



**NETHERHALL SCHOOL**

**COVID OUTBREAK  
MANAGEMENT/CONTINGENCY  
PLAN**


**Approved by<sup>1</sup>**

**Name:**

Mr D. W. Tromans

<sup>1</sup> The Governing Body is free to delegate the approval of this Plan to a Committee of the Governing Body, an individual Governor or the Head teacher

<sup>2</sup> The Governing Body are free to determine the review frequency of this Plan

<b>Position:</b>	Head Teacher
<b>Signed:</b>	
<b>Date:</b>	18.1.2022
<b>Proposed review date<sup>2</sup>:</b>	18.2.2022

## Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2021
2	Removed references to particular year groups being prioritised in the event of an Outbreak leading to partial or full closure of the school/setting. Only those pupils who are vulnerable or children of critical workers are now included.	September 2021
3	Updated in line with advice issued by Cumbria PH Dept effective from 23 September 2021.	September 2021
4	Updated in line with advice issued by Cumbria PH Dept effective from 11 October 2021	October 2021
5	Updated with changes following a revision of the national contingency framework (16 November 2021).	November 2021
6	Updated with information and action required in relation to the Omicron variant – contingency framework update (3 December 2021)	December 2021
7	Updated with guidance issued by GOV.UK and CCC Public Health in relation to close contacts of positive Covid-19 cases	December 2021
8	Updated in line with GOV.UK guidance and local Public Health Threshold guidance	January 2022

## Contents

<b>1</b>	<b>Introduction</b> .....	<b>1</b>
<b>2</b>	<b>National and local guidance</b> .....	<b>1</b>
<b>3</b>	<b>Prioritising Education</b> .....	<b>1</b>
<b>4</b>	<b>Prioritising Certain Groups</b> .....	<b>2</b>
4.1	Early years .....	<b>Error! Bookmark not defined.</b>
4.2	Primary schools .....	2
4.3	Secondary schools .....	2
4.4	16-19 academies .....	2
4.5	Apprenticeships.....	2
4.6	Boarding schools .....	<b>Error! Bookmark not defined.</b>
4.7	Special schools .....	<b>Error! Bookmark not defined.</b>
4.8	Alternative Provision .....	3
4.9	Out of school settings and wraparound care .....	3
<b>5</b>	<b>Additional Covid-19 control measures for schools and EYFS settings in Cumbria</b> .....	<b>3</b>
5.1	Individuals who are close contacts of a person who has tested positive for Covid-19 (any variant) .....	3
5.2	In-setting transmission: strengthening control measures .....	5
<b>6</b>	<b>Considering extra action</b> .....	<b>5</b>
6.1	Trigger thresholds .....	5
6.2	Child Protection and DSL's .....	6
6.3	Increased use of testing .....	6
6.4	Reintroduction of the use of face coverings .....	7
6.5	Reintroduction of Bubbles/groups.....	8
6.6	Shielding.....	8
6.7	Remote education .....	9
6.8	School Meals .....	9
6.9	School risk assessment and management .....	9
6.10	School workforce .....	9
6.11	Educational visits.....	10
6.12	Open/transitional/taster days.....	10
6.13	Parental attendance.....	10
6.14	Performances and other events.....	10

Appendix A - Cumbria County Council: Public Health Advice – actions to be considered when in-setting transmission is suspected

Appendix B - Outbreak Management Plan - Additional CLEAPSS advice for Secondary Schools

***This page is intentionally blank for printing purposes***

## 1 Introduction

The Government has made it a national priority that education and childcare settings should continue to operate as normally as possible during the Covid-19 pandemic.

We already have plans, procedures and control measures in place to manage individual positive cases of Covid-19 and for dealing with an individual (staff, pupil or visitor) who displays symptoms of Covid-19 whilst attending the school. The actions we would put in place are outlined in the school's Covid-19 Operational Risk Assessment and all staff are aware of the procedures which would be taken in the event of an isolated case.

We will continue to implement our current robust control measures which include regular testing of those required to do so; ensuring good hygiene for everyone; maintaining appropriate cleaning regimes; keeping occupied spaces well ventilated and following local public health advice on testing and managing confirmed cases.

Additional measures affecting education and childcare may be necessary in some circumstances e.g.

- to help manage a Covid-19 outbreak within the school;
- if there is extremely high prevalence of Covid-19 in the community and other measures have failed to reduce transmission;
- as part of a package of measures responding to a Variant of Concern (VoC).

This Outbreak Management Plan outlines how Netherhall School (hereinafter referred to as the School) would operate if any of the additional measures due to a Variant of Concern were recommended for our school or area. This plan includes how we will ensure, as far as possible, that every child on the school roll receives the quantity and quality of education and care to which they are normally entitled.

Local authorities, Directors of Public Health (DsPH) and UK Health Security Agency (UKHSA) health protection teams (HPTs) are responsible for managing localised outbreaks to help break chains of transmission. They play an important role in providing support and advice to education and childcare settings.

## 2 National and local guidance

We will continue to seek and refer to guidance from:

- The Government:
  - [Schools coronavirus \(COVID-19\) operational guidance](#);
  - [Actions for early years and childcare providers during the COVID-19 pandemic](#);
  - [SEND and specialist settings: additional COVID-19 operational guidance](#);
  - [Covid-19: Actions for Out of School settings](#); and
  - [Providing apprenticeships during the Covid-19 outbreak](#)
- [COVID-19 Contingency framework: education and childcare settings](#)
- UK Health Security Agency (UKHSA)
- Local Public Health Department

## 3 Prioritising Education

The overarching objective is to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption in a way that best manages the Covid-19 risk. The impacts of having missed face-to-face education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks.

In line with the [Contingency framework](#), decision-makers should endeavour to keep any 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. Measures affecting education and childcare settings across an area should not be considered in isolation, but as part of a broader package of measures.

Attendance restrictions should only ever be considered as a last resort.

Where measures include attendance restrictions, the Department for Education (DfE) may advise on any groups that should be prioritised.

The government will try to give as much notice as possible of any changes to the way settings should operate.

## 4 Prioritising Certain Groups

The DfE has stated that 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.

As part of their outbreak management responsibilities, local authorities, DsPH and HPT's may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described below. In most cases, a 'cluster' will be no more than 3 or 4 settings linked in the same outbreak.

The cohorts below will be used to guide decisions about restricting attendance, as well as prioritising groups to return to face-to-face education and childcare.

As with other periods of restricted attendance, our school will provide high quality remote education for all pupils learning at home. We will also consider:

### 4.1 Primary schools

If some attendance restrictions are needed, all vulnerable children and children of critical workers will still be allowed to attend. We will determine the workforce required on site and if it is appropriate for some staff to work remotely. In making decisions about the workforce we will have regard to the guidance on [clinically extremely vulnerable people](#).

### 4.2 Secondary schools

If some attendance restrictions are needed, all vulnerable children and young people and children of critical workers will still be allowed to attend. We will determine the workforce required on site and if it is appropriate for some staff to work remotely. In making decisions about the workforce we will have regard to the guidance on [clinically extremely vulnerable people](#).

### 4.3 16-19 academies

If attendance restrictions are needed, DfE's strong preference is that all vulnerable students, children of critical workers, students who need access to specialist equipment, and students who are taking practical assessments, external exams or external assessments next academic year are still allowed to attend.

If, by exception, attendance is restricted further, vulnerable students, children of critical workers and those due to take practical assessments (including apprentices) will still be allowed to attend.

We will determine the workforce required on site and if it is appropriate for some staff to work remotely. In making decisions about the workforce we will have regard to the guidance on [clinically extremely vulnerable people](#).

### 4.4 Apprenticeships

If attendance restrictions are needed, these activities will, wherever possible, continue to take place in person if online delivery is not possible.

This includes training and assessment in the workplace (unless the workplace is required to close under other Covid-19 measures), in education and assessment settings and in community settings where a venue is being used for training or assessment.

#### 4.5 Alternative Provision

We will continue to allow all children/pupils to attend full-time.

If, in exceptional circumstances, where we cannot provide the usual interventions and provision at adequate staffing ratios, or with staff with appropriate specialist training, we will seek to resume as close as possible to full-time provision as soon as possible.

#### 4.6 Out of school settings and wraparound care

If attendance restrictions are needed, vulnerable children and young people will be allowed to attend. For all other children, parents/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.

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.

In the meantime, we will continue to refer to [guidance on protective measures for holiday, after school clubs and other out-of-school settings](#) for children during the Covid-19 outbreak.

### 5 Additional Covid-19 control measures for schools and EYFS settings in Cumbria

The following national and local additional advice measures are to be implemented by schools regardless of whether the outbreak threshold limits have been reached. These measures cannot be enforced unless there is a national legal requirement to do so.

In addition, where thresholds are reached which are above the levels outlined in 6.1 below, we will follow the supplementary guidance issued by Cumbria PH Department and outlined in Appendix A, Annex 1 and Annex 2.

#### 5.1 Individuals who are close contacts of a person who has tested positive for Covid-19 (any variant)

##### ***Adults who are not fully vaccinated***

Adults (over the age of 18 years) who are not fully vaccinated<sup>1</sup> are legally required to self-isolate for 10 full days if they are a contact of someone with Covid-19 (regardless of the variant). They are also advised to get a PCR test as soon as possible (unless they have tested positive with an LFD test).

##### ***Adults who are fully vaccinated<sup>1</sup> and children between the ages of 5 to 18 years and 6 months***

---

<sup>1</sup> People are fully vaccinated 14 days after having received two doses of an approved vaccine (such as Pfizer/BioNTech, AstraZeneca or Moderna/Spikevax) or one dose of the single-dose Janssen vaccine. People are also considered fully vaccinated if they are unable to be vaccinated for medical reasons.



Adults who are fully vaccinated<sup>1</sup> and children aged 5 years and above who are a close contact of someone with Covid-19 (regardless of the variant) are advised to conduct daily lateral flow (LFD) tests before they leave the household for the first time each day.

For *household contacts*, the LFD tests should be taken every day for 7 consecutive days, or until the household member who has Covid-19 reaches the end of their self-isolation period if this is earlier.

For *non-household contacts*, the LFD tests should be taken every day for 7 consecutive days, or until 10 days after their last contact with the person who tested positive if this is earlier.

If they test negative on their LFD tests, they can continue to attend their education setting, and do not need to self-isolate.

Anyone who receives a positive LFD test result, or who develops Covid-19 symptoms, should immediately self-isolate and take a PCR test.

If the PCR result comes back positive, contacts must self-isolate for 10 full days from the day they took the positive PCR test (or developed symptoms). If the PCR result comes back negative, contacts can leave self-isolation but should continue to take daily LFD tests for the remainder of their daily testing period.

Daily LFD testing is not mandatory; only strongly advised. If people are eligible for daily LFD testing but cannot access test kits or do not want to do it, they will not be required to self-isolate instead.

### ***Children under the age of 5***

Children under the age of 5 do not need to isolate or take part in daily lateral flow testing if they are identified as a close contact of someone with Covid-19.

There is still no national requirement for education settings to identify close contacts of positive cases within their setting. However, if we do have positive cases within the setting, and wish to inform parents and carers that their child could be a close contact, the EIPC team can provide support and letter templates if needed.

## 5.2 In-setting transmission: strengthening control measures

Currently, early years settings, schools and colleges are advised to contact their Local Authority for advice when they reach specific thresholds described in the Contingency Framework. Local Authorities can then advise further measures that settings can take to reduce in-setting transmission of Covid-19.

To support settings in managing outbreaks and in-setting transmission, an enhanced version of the framework has been produced for Cumbria. This framework aims to provide a clear range of step-up, step down measures that settings can consider depending on the assessed severity of the Covid-19 situation being experienced.

The framework is being circulated to schools for information and is replicated at Appendix A to this Outbreak Management Plan.

Further actions for educational settings may be advised by a local Incident Management Team (IMT) investigating a suspected or confirmed case of the Omicron variant of Covid-19.

## 6 Considering extra action

Once we have completed the initial on-site LFD testing at the beginning of January 2022 any further outbreaks which may occur will potentially trigger extra action.

Our risk assessment and the DfE [Schools coronavirus \(COVID-19\) operational guidance](#) sets out measures that we have in place to manage the transmission of Covid-19 on a day to day basis.

However, should the number of positive cases substantially increase and:

- we are advised to do so by DsPH as part of their responsibilities in outbreak management;
- we are in an area which has been offered an enhanced response package; or
- we are in an enduring transmission area where the school and DsPH decide it is appropriate;

we will consider taking extra action to manage the transmission of Covid-19, be it in the school itself or in the wider community. Details of the possible extra action we may take is outlined in Appendix A.

### 6.1 Trigger thresholds

We will consider taking extra action should either of the following thresholds be reached and where we have sought public health advice:

- 5 children, pupils or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period; or
- 10% of children, pupils or staff who are likely to have mixed closely test positive for Covid-19 within a 10-day period.

For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, and staff at any one time:

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period

Identifying a group that is likely to have mixed closely will be different for each setting. For example:

In **schools**, this could include:

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

In **wraparound childcare or out-of-school settings**, this could include:

- a private tutor or coach offering one-to-one tuition to a child, or to multiple children at the same time;
- staff and children taking part in the same class or activity session together;
- children who have slept in the same room or dormitory together.

**NOTE: A group will rarely mean a whole school or year group.**

At the point of reaching a threshold, we will review and reinforce the testing, hygiene and ventilation measures we already have in place. We will also consider:

- whether any activities could take place outdoors, including exercise, assemblies, or classes;
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort;
- one-off enhanced cleaning focussing on touch points and any shared equipment.

Where required, we will also seek additional public health advice if we are concerned about transmission in our school, either by phoning the DfE helpline (0800 046 8687, option 1) or by contacting Public health team enquiries: [educationIPC@cumbria.gov.uk](mailto:educationIPC@cumbria.gov.uk) (Mon-Fri, 0900-1700).

## 6.2 Child Protection and DSL's

Should attendance restrictions be required or advised we will:

- continue to follow local multi-agency safeguarding arrangements which remain the responsibility of the 3 safeguarding partners (local authority, clinical commissioning group; police);
- continue to have regard to the statutory safeguarding guidance that applies to our school:
  - [Keeping Children Safe in Education](#)
  - [Working together to safeguard children](#)
  - [EYFS statutory framework](#)
  - [Keeping children safe in out-of-school settings: code of practice](#)
- review our Child Protection Policy and procedures and staff Code of Conduct to make sure they reflect the local restrictions and remain effective;
- aim to have a trained DSL or deputy DSL on site wherever possible. If our DSL (or deputy) can't be on site, they can be contacted via phone or online video (where they are working from home):

DSL – [I.holliday@netherhall.cumbria.sch.uk](mailto:I.holliday@netherhall.cumbria.sch.uk)

Deputy DSL – [b.johnstone@netherhall.cumbria.sch.uk](mailto:b.johnstone@netherhall.cumbria.sch.uk)

In the exceptional circumstance where there is no DSL or deputy on site or available remotely, we will make arrangements to share a DSL (who will be available to be contacted via phone or online video) with a neighbouring school or setting. In such an event, a named senior leader will take responsibility for co-ordinating safeguarding on site and all school staff and other appropriate adults will be notified of this temporary exceptional arrangement.

Where a vulnerable child is absent, we will:

- 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;
- 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's attendance would be appropriate;
- focus the discussions on the welfare of the child ensuring that the child or young person can access appropriate education and support while they are at home;
- have in place procedures to maintain contact - where deemed necessary, a home visit will be arranged, ensure they can access remote education support, as required, and regularly check if they are doing so.

If we have to temporarily stop onsite provision on public health advice, we will discuss alternative arrangements for vulnerable children and young people with the local authority.

## 6.3 Increased use of testing

If advised to do so by the DsPH, we will increase and encourage the use of home testing by staff in the school including early years and wraparound care. Sufficient supplies of test kits will be held in school should the need for additional testing be advised.

If it is advised that we reintroduce an on-site LFD testing facility for pupils at our school, we will consult with the DsPH to discuss any further support we need to do this. We may also be advised to increase the use of home testing by pupils. Sufficient supplies of test kits will be held in school should the need for additional testing be advised. In considering how ATS could be implemented we will do so in a way that does not negatively impact the education we provide to our pupils.

Evidence of negative test results may be requested for access to events such as taster days, school proms and other educational events.

#### 6.4 Reintroduction of the use of face coverings

If advised to do so by the DfE or DsPH, and/or level 1 threshold limits are reached, staff and visitors who are not exempt from wearing a face covering:

- will be asked to temporarily wear a face covering when moving around indoors in places where social distancing is difficult to maintain, such as in communal areas. Initially this temporary measure will be for a minimum of two weeks and will be regularly reviewed thereafter.

Unless they are exempt:

- pupils over 11 years old may be asked to temporarily wear a face covering when moving around indoors in places (communal areas) where social distancing is difficult to maintain; and/or
- pupils may be asked to temporarily wear a face covering in classrooms or during activities, unless social distancing can be maintained, or a face covering would impact on the ability to take part in exercise or strenuous activity. Pupils may remove face coverings when participating in PE lessons;
- pupils aged 11 years and over are required to wear face coverings on public transport and will be advised to wear face coverings on dedicated home to school transport.

Initially, this will be for a minimum period and will be regularly reviewed thereafter. If advised by the DfE or DsPH to reintroduce temporarily the wearing of face coverings, we will update our risk assessment accordingly and ensure that we have sufficient supplies of the appropriate PPE and disposal facilities for use by those who are asked to wear a face covering. Parents and where appropriate, pupils will be informed of the reintroduction of face coverings.

In the above circumstances, 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. Transparent face coverings may be effective in reducing the spread of Covid-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.

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. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.

We have a duty to make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, we will discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.

No pupil or student will be denied education on the grounds of whether they are, or are not, wearing a face covering.

Currently, pupils aged 11 and over should wear face coverings on dedicated home to school and everyone must wear face coverings on public transport.

In all cases any educational and wellbeing drawbacks in the recommended use of face coverings (unless we are directed to reintroduce face coverings by the Government) will be balanced with the benefits in managing transmission.

## 6.5 Reintroduction of Bubbles/groups

In the event of a local outbreak or a VoC that poses an increased risk of the transmission of Covid-19, we may have to reintroduce 'bubbles' in school for a temporary period to reduce or avoid mixing between groups. Any decision to reintroduce 'bubbles' would not be taken lightly and would take account of the detrimental impact they can have on the delivery of education. We will consult with the DsPH in making any decision on reintroducing 'bubbles' and inform parents as quickly as possible should this step be necessary.

## 6.6 Shielding

Shielding can only be reintroduced by national government and 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), and where ministers have agreed to reintroduce shielding, in addition to the reintroduction of other measures to address the residual risk to people on the SPL, we will ensure that we have identified those staff and pupils who may be at increased risk and/or who were previously identified as being in the 'clinically extremely vulnerable' category.

Although there is no longer a statutory requirement to have individual risk assessments for those who were previously shielding, where necessary our existing risk assessments will be updated to include those deemed to be at increased risk will be consulted about additional protective measures in school or advised and supported to work/study from home if required. Further information and advice for people at higher risk from Covid-19 including older people and people with health conditions can be found in the NHS advice [People at higher risk from coronavirus \(Covid-19\)](#). Information on additional precautions recommended for pregnant women of any gestation is provided in the Department of Health and Social Care guidance '[Coronavirus \(COVID-19\): advice for pregnant employees](#)'.

## 6.7 Remote education

High quality remote learning in our school will be provided for all pupils if:

- they have tested positive for Covid-19 but are well enough to learn from home; or
- attendance at the school has been temporarily restricted.

On-site provision will in all cases be retained for vulnerable children and the children of critical workers. Where we have to temporarily stop onsite provision on public health advice, we will discuss alternative arrangements for vulnerable children with the local authority.

Where needed, the remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum we will provide:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

Further information on the provision of remote education can be found in [get help with remote education](#).

## 6.8 School Meals

We will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all pupils who meet the benefits-related free school meals eligibility criteria.

We will continue to provide free school meals support in the form of meal vouchers 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.

We will continue to support pupils who are eligible for, and usually receive, free meals even if pupils are studying remotely due to Covid-19 restrictions. Further information is available in the guidance on [providing school meals during the COVID-19 pandemic](#).

## 6.9 School risk assessment and management

In addition to continuing with our broad control measures of ensuring good hygiene for everyone, maintaining appropriate cleaning regimes, keeping occupied spaces well ventilated and following local public health advice on testing and managing confirmed cases, all of which are currently included in our site-specific Covid-19 school operational risk assessment we will ensure that the risk assessment is continually reviewed in line with national and local guidance. Our risk assessment is updated in consultation with governors, staff, and trades unions.

Our Covid-19 school operational risk assessment will be updated in the event of:

- changes to national guidance;
- updates on the Covid-19 roadmap;
- public health advice following local outbreaks;
- school or community specific related outbreaks;
- new variants of concern being identified.

## 6.10 School workforce

We will continue to support staff, where required, through individual risk assessments and support who are:

- clinically vulnerable (CV);
- clinically extremely vulnerable (CEV);
- pregnant/expectant mothers;
- BAME.

### 6.11 Educational visits

Risk assessments for trips and visits currently include procedures for dealing with Covid-19 and any future pandemic.

All visits will be reviewed and potentially postponed in the event of local DsPH advice, a new or increased risk of a VoC or where an area being visited is restricted because it has been offered an enhanced response package or is an enduring transmission area.

We will ensure that only students who are attending the setting go on an educational visit.

We will take account of Government advice when planning international visits and whether it would be advisable to postpone depending on the advice at the time.

### 6.12 Open/transitional/taster days

In the event of a VoC or a local DsPH decision to restrict access to our school or cluster of schools, open/transitional or taster days will be managed through review and revision of our risk assessment in line with any agreed system of controls current at the time.

Open/transitional or taster days will be reviewed and potentially postponed/cancelled. In the event of a cancellation or postponement, the Senior Leadership team will consider whether such events can take place remotely.

Where the days do go ahead, consideration may be given to the following:

- parents/carers may be asked to produce a negative Covid-19 test result before entry to the school building;
- separate entry and exit points to the school will be identified;
- numbers attending will be minimised;
- visitors may be asked to wear face coverings and regularly wash/sanitise hands.

### 6.13 Parental attendance

In the event of a VoC or local advice from the DsPH, parents/carers may be advised to limit their access to the school site and building as much as possible. It may be necessary to introduce a system where parents/carers and other visitors are permitted in school by invitation only and with a pre-arranged appointment. Additional control measures such as the wearing of a face covering and social distancing during meetings may also be introduced.

Wherever possible, we will reintroduce virtual meetings with parents/carers to reduce the risk of further transmission of any VoC.

### 6.14 Performances and other events

If the school is planning an indoor or outdoor face-to-face performance in front of a live audience, we will continue to follow the guidance on [Events and attractions](#) which includes advice on performing arts. Additional measures may be required, and it may be necessary to cancel or postpone such events at short notice. Attendees will be advised of this as soon as possible should the situation arise. An appropriate risk assessment will be undertaken in advance of any performance or event to which parents or members of the public are invited.

Outdoor events are generally lower risk and may still take place with additional control measures in place and with the potential for reduced audience numbers.

## Cumbria County Council: Public Health Advice – actions to be considered when in-setting transmission is suspected

### ANY ADDITIONAL MEASURES INTRODUCED SHOULD BE REVIEWED AFTER 2 WEEKS OF BEING IMPLEMENTED AND STEPPED DOWN IF IN-SETTING TRANSMISSION HAS STOPPED

Threshold Level	EARLY YEARS, PRIMARY, INFANT AND JUNIOR SCHOOLS Actions to consider for affected groups / classes	SECONDARY SCHOOLS AND COLLEGES Actions to consider for affected YEAR groups (or sub-groups of year groups if close contact is restricted)
<p><b><u>BASELINE</u></b></p> <p>Number of cases below the threshold for Level 1</p>	<p><b>ACTIONS CAN ONLY BE ADVISED (CANNOT BE MANDATED)</b></p> <p><u>Watchful waiting</u> Ensure routine control measures are in place e.g., hand washing, <b>cleaning</b>, ventilation, <b>regular</b> LFD testing for staff, excluding symptomatic individuals from the setting.</p> <p><b>Encourage vaccination uptake for eligible staff.</b></p> <p><b>Face coverings should be worn in communal areas by staff and visitors (unless exempt).</b></p> <p><b>Discuss with Education IPC team for advice and support if necessary.</b></p> <p><b>Children and staff should follow the national <u>stay at home guidance</u> (for household contacts) and guidance for <u>contacts of people with confirmed COVID-19 infection who do not live with the person</u>. They should also be encouraged to follow the local enhanced guidance for household contacts where appropriate.</b></p>	<p><b>ACTIONS CAN ONLY BE ADVISED (CANNOT BE MANDATED)</b></p> <p><u>Watchful waiting</u> Ensure routine control measures are in place e.g., hand washing, <b>cleaning</b>, ventilation, <b>regular</b> LFD testing for staff <b>and pupils</b>, excluding symptomatic individuals from the setting.</p> <p><b>Encourage vaccination uptake for eligible students and staff.</b></p> <p><b>Face coverings should be worn in communal areas by staff, visitors and pupils or students in year 7 and above, unless they are exempt. Pupils or students (in year 7 or above) should continue to wear face coverings on public and dedicated school transport unless they are exempt.</b></p> <p><b>Discuss with Education IPC team for advice and support if necessary.</b></p> <p><b>Children and staff should follow the national <u>stay at home guidance</u> (for household contacts) and guidance for <u>contacts of people with confirmed COVID-19 infection who do not live with the person</u>.</b></p>
<p><b><u>LEVEL 1</u></b></p> <p><b>Thresholds for educational / school settings:</b></p> <p>Five children, pupils, students or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period</p> <p><b>Or</b></p> <p>10% of children, pupils, students or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period.</p> <p>Settings that operate with 20 or fewer children, pupils, students and staff at any one time: 2 children, pupils,</p>	<p><b><u>Watchful waiting?</u></b></p> <p>If numbers are low – watchful waiting can be considered – discussion between Education IPC team and setting. If agreed, ensure routine control measures are in place e.g., hand washing, <b>cleaning</b>, ventilation, <b>regular</b> LFD testing for staff, excluding symptomatic individuals from the setting. <b>Encourage vaccination uptake for eligible staff.</b></p> <p><b><u>Face Coverings</u></b></p> <ul style="list-style-type: none"> <li>- <b>Encourage staff and visitors to wear face coverings in communal areas</b></li> <li>- Ask parents to wear at drop-off and pick-up times</li> </ul> <p><b><u>Strengthened system of controls (see checklist – Annex 1) – including:</u></b></p>	<p><b><u>Watchful waiting?</u></b></p> <p>If numbers are low – watchful waiting can be considered – discussion between Education IPC team and setting. If agreed, ensure routine control measures are in place e.g., hand washing, <b>cleaning</b>, ventilation, <b>regular</b> LFD testing for staff <b>and pupils</b>, excluding symptomatic individuals from the setting. <b>Encourage vaccination uptake for eligible students and staff.</b></p> <p><b><u>Face Coverings</u></b></p> <ul style="list-style-type: none"> <li>- <b>Encourage staff AND PUPILS / STUDENTS to wear face coverings in communal areas and classrooms.</b></li> </ul> <p><b><u>Strengthened system of controls (see checklist – Annex 2) – including:</u></b></p> <ul style="list-style-type: none"> <li>- Increased cleaning</li> </ul>



<p>students or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period.</p>	<ul style="list-style-type: none"> <li>- Increased cleaning</li> <li>- Increased ventilation</li> <li>- Implement testing recommendations</li> <li>- Review risk assessments for clinically extremely vulnerable and pregnant staff</li> </ul> <p><b>Strengthened communications</b></p> <ul style="list-style-type: none"> <li>- Optional warn and inform letter to send to all parents of children not identified as a close contact (template available from EIPC Team or <a href="#">website</a>).</li> <li>- Optional warn and inform letter to send to parents of close contacts of positive cases (template available from EIPC Team or <a href="#">website</a>).</li> </ul>	<ul style="list-style-type: none"> <li>- Increased ventilation</li> <li>- Implement testing recommendations</li> <li>- Review risk assessments for clinically extremely vulnerable and pregnant staff</li> </ul> <p><b>Strengthened communications</b></p> <ul style="list-style-type: none"> <li>- Optional warn and inform letter to send to all parents of children not identified as a close contact (template available from the EIPC Team or <a href="#">website</a>).</li> <li>- Optional warn and inform letter to send to parents of close contacts of positive cases (template available from EIPC Team or <a href="#">website</a>).</li> </ul>
<p><b>LEVEL 2 (step-up from level 1)</b></p> <p>Thresholds for educational / school settings:</p> <p>Ten children, pupils, students or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period</p> <p><b>Or</b></p> <p>20% of children, pupils, students or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period.</p> <p>Settings that operate with 20 or fewer children, pupils, students and staff at any one time: 4 children, pupils, students or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period.</p>	<p><b>In addition to LEVEL 1 actions:</b></p> <p><b>Contact Tracing</b></p> <ul style="list-style-type: none"> <li>- Introducing contact tracing within the setting, with close contacts <b>strongly advised to follow the national guidance for contacts of people with confirmed COVID-19 infection who do not live with the person.</b></li> </ul> <p><b>Re-introduce previous measures that restricted close contact between groups of children (formally known as ‘bubble’ arrangements).</b></p> <ul style="list-style-type: none"> <li>- Specifically indoors (no need to introduce bubble arrangements outdoors)</li> </ul>	<p><b>In addition to LEVEL 1 actions:</b></p> <p><b>LFD Testing</b></p> <ul style="list-style-type: none"> <li>- Consider re-instating on-site rapid LFD testing for affected year groups. There are different ways to do this, so speak to the EIPC Team for further advice.</li> <li>- Consider introducing daily LFD testing for any groups or cohorts where case numbers are high. This should usually be done for 7 days.</li> <li>- Consider a one-off round of LFD testing for a wider group or cohort.</li> </ul> <p><b>Re-introducing designated seating plans and restricted mixing of groups</b></p> <ul style="list-style-type: none"> <li>- Reintroduce designated seating plans to aid contact tracing; and,</li> <li>- Consider reintroducing (where practical to do so) measures that limit mixing between different year groups.</li> </ul> <p><b>Contact Tracing</b></p> <ul style="list-style-type: none"> <li>- Where seating plans have been reintroduced, pupils /students known to have sat within 2 metres of a positive case within a lesson should be strongly advised to <b>follow the national guidance for contacts of people with confirmed COVID-19 infection who do not live with the person.</b></li> </ul>

<p><b>LEVEL 3 (step-up from level 2)</b></p> <p>Thresholds for educational / school settings:</p> <p>Twenty children, pupils, students or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period</p> <p><b>Or</b></p> <p>40% of children, pupils, students or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period.</p> <p>Settings that operate with 20 or fewer children, pupils, students and staff at any one time: 8 children, pupils, students or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10-day period.</p>	<p><b>In addition to LEVEL 2 actions:</b></p> <p><b><u>Attendance restrictions*</u></b></p> <ul style="list-style-type: none"> <li>- Affected class or group to move to home learning for as short a period of time as possible, but with on-site provision remaining for vulnerable children and key worker children.</li> </ul>	<p><b>In addition to LEVEL 2 actions:</b></p> <p><b><u>Attendance restrictions*</u></b></p> <ul style="list-style-type: none"> <li>- Consider whether affected group should move to home learning for as short a period of time as possible, but with on-site provision remaining for vulnerable children and key worker children.</li> </ul>
--	---	---

\*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; or
  - across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS.

*Note: Remote learning should be considered for effected cohorts only for defined periods.*

**Questions? Contact the Education IPC team at Cumbria County Council via email: [EducationIPC@cumbria.gov.uk](mailto:EducationIPC@cumbria.gov.uk)**

Revised 13 January 2022

## Annex 1 – Level 1 Checklist for Early Years settings and Infant, Junior and Primary Schools

<p><b>Cleaning:</b></p> <ul style="list-style-type: none"> <li>• Increase frequency of cleaning of high-touch areas</li> <li>• Ensure any learning equipment is regularly wiped down and where possible allocate dedicated resources to each child (e.g., iPads, books, stationary)</li> <li>• Early years – suspend water play and discard used water and any play-doh-type materials</li> </ul>
<p><b>Hand and Respiratory Hygiene</b></p> <ul style="list-style-type: none"> <li>• Encourage all staff and children to wash their hands more often for at least 20 seconds</li> <li>• Staff should wear PPE if providing direct care to a child with symptoms of Covid-19 who is waiting to be collected</li> <li>• Have tissues available in every room and dispose of used tissues immediately in a bin</li> <li>• Encourage children and staff to cough and sneeze into their elbows</li> <li>• Be aware! Hand sanitiser does not kill norovirus, so if you also have cases of vomiting or diarrhoea in your setting, please encourage hand washing (rather than hand sanitiser) where possible</li> <li>• Early years – ensure hands are washed thoroughly before and after providing direct care, such as nappy changing and handling food / preparing bottles</li> </ul>
<p><b>Face coverings:</b></p> <ul style="list-style-type: none"> <li>• Staff should wear a face covering in communal areas of the building, including in staff rooms and staff meetings</li> <li>• Encourage parents and carers to wear a face covering at drop off and pick up times</li> <li>• Vulnerable members of staff? Clinically extremely vulnerable staff, pregnant staff and unvaccinated staff – discuss if face coverings wish to be worn in classroom / playrooms</li> </ul>
<p><b>Ventilation:</b></p> <ul style="list-style-type: none"> <li>• Keep windows open to allow fresh air to circulate where possible. In warmer weather, keep windows fully open. In colder weather, keep windows partially open where you can. If it is too cold to keep the windows open, try and move staff and children to another room every couple of hours, so the windows can be opened regularly, and the air refreshed. Do not prop open fire doors.</li> <li>• Let parents know that the rooms may be cooler than normal and ask them to ensure children and staff bring warm clothes with them.</li> <li>• Where reasonable, maximise the time spent outdoors or in better ventilated parts of the building (avoid long periods of time in small, hot, stuffy rooms).</li> <li>• Avoid / minimise activities indoors that encourage singing, playing wind instruments, shouting or intense exercise – these activities increase the risk of aerosol transmission</li> </ul>
<p><b>Testing:</b></p> <ul style="list-style-type: none"> <li>• Anyone who has a recent onset of; (i) a new continuous cough, (ii) a high temperature or (iii) a loss of, or change in their normal sense of taste or smell should self-isolate and get a PCR test (unless they have had a positive LFD test).</li> <li>• Anyone identified as a contact of a positive case should follow the national <a href="#">stay at home guidance</a> (for household contacts) and guidance for <a href="#">contacts of people with confirmed COVID-19 infection who do not live with the person</a>. They should also be encouraged to follow the local enhanced guidance for household contacts where appropriate.</li> <li>• All staff should be encouraged to self-test with a lateral flow device twice a week.</li> <li>• Children aged 5-11 who are either; (i) a household contact of a positive case OR (ii) a member of a class/group in which there have been multiple cases within the last 10 days, who develop any of the following symptoms should be asked to get an LFD test before returning to the setting: <ul style="list-style-type: none"> <li>○ nausea, diarrhoea or loss of appetite (note that children should also be excluded from the setting until 48 hours after the diarrhoea or vomiting has stopped)</li> <li>○ headache</li> </ul> </li> </ul>

- extreme or unusual tiredness (fatigue)
- aching muscles
- sore throat and other 'heavy cold-like' symptoms

#### **Reducing close contact between people in your setting / outside of your setting**

- Limit the mixing of affected groups / classes with other groups of children in your setting where possible
- You should exclude affected classes / groups from any gatherings that encourage close mixing with other classes / groups e.g., collective worship, assemblies, performances (unless they can be carried out outdoors)
- Try and cohort staff with specific groups of children (e.g., if you have a TA who works in the class affected by positive cases, consider standing them down from supporting dinner break with other classes of children (or if you cannot avoid mixing, consider ways you can reduce risk e.g., improved ventilation, staff member wearing a face covering, maintaining 2 metres distance, daily LFD testing).
- Any planned trips, transition visits, open days or non-essential activities that bring visitors into the setting should be risk assessed and postponed if there is a chance that the activity could encourage further transmission of Covid-19
- Let key workers know if the child they are visiting is a known close contact (or is in a class which currently has multiple cases of Covid-19)

#### **Clinically extremely vulnerable staff / pregnant staff**

- If you have staff who are identified as being clinically extremely vulnerable or pregnant who work in any of the rooms / with groups affected by multiple positive cases, please ensure you discuss any possible risks with them and review any individual risk assessments you have in place for that staff member. Consider any additional measures to protect them e.g., Can they wear a face covering whilst in the setting? Can they temporarily switch roles so they can maintain 2 metres distance from others more easily?

#### **Transport**

- If you have children travelling on school transport who are close contacts in a class / group affected by multiple positive cases, consider letting your transport operator know – they can take extra precautions like ensuring buses are well ventilated. They may also have vulnerable staff they need to review risk assessments for.

## Annex 2 – Level 1 Checklist for Secondary Schools and Colleges

**Cleaning:**

- Increase cleaning of frequently touched areas, such as doors, handrails and bathrooms
- Increase cleaning of any shared equipment, such as sports, science and music equipment
- Consider wiping down desks and chairs after use by pupils / students in the affected classes (if other groups of children / young people use the same room)

**Hand and Respiratory Hygiene**

- Encourage all staff and pupils / students to wash their hands more often for at least 20 seconds, and especially after using the toilet, before eating or preparing food, and after using shared equipment
- Have tissues available in every room and dispose of used tissues immediately in a bin
- Encourage pupils / students and staff to cough and sneeze into their elbows
- Be aware! Hand sanitiser does not kill Norovirus, so if you also have cases of vomiting or diarrhoea in your setting, please encourage hand washing (rather than hand sanitiser) where possible

**Face coverings:**

- Encourage staff and pupils / students to wear a face covering in indoor communal areas and classrooms

**Ventilation:**

- Keep windows open to allow fresh air to circulate where possible. In warmer weather, keep windows fully open. In colder weather, keep windows partially open where you can. If it is too cold to keep the windows open, try and move staff and children / young people to another room every couple of hours, so the windows can be opened regularly, and the air refreshed. Do not prop open fire doors
- Let parents and pupils / students know that the rooms may be cooler than normal and ensure pupils and staff bring warm clothes with them
- Where reasonable, maximise the time spent outdoors or in better ventilated parts of the building (avoid long periods of time in small, hot, stuffy rooms)
- Encourage pupils / students to socialise outdoors during break times
- Hold classes outdoors where it is practical to do so (e.g., physical education)

**Testing:**

- Anyone who has a recent onset of; (i) a new continuous cough, (ii) a high temperature or (iii) a loss of, or change in their normal sense of taste or smell should self-isolate and get a PCR test (unless they have had a positive LFD test).
- All staff and pupils should be encouraged to self-test with a lateral flow device twice a week.
- An on-site Lateral Flow testing asymptomatic testing site (ATS) should be available to test pupils who are unable to test themselves at home
- Anyone identified as a contact of a positive case should follow the national [stay at home guidance](#) (for household contacts) and guidance for [contacts of people with confirmed COVID-19 infection who do not live with the person](#). They should also be encouraged to follow the local enhanced guidance for household contacts where appropriate.
- Students/pupils who are either; (i) a household contact of a positive case OR (ii) a member of a class/group in which there have been multiple cases within the last 10 days, who develop any of the following symptoms should be asked to get an LFD test before returning to the setting:
  - nausea, diarrhoea or loss of appetite (note that children should also be excluded from the setting until 48 hours after the diarrhoea or vomiting has stopped)
  - headache
  - extreme or unusual tiredness (fatigue)

- o aching muscles
- o sore throat and other 'heavy cold-like' symptoms

**Reducing close contact between people in your setting / outside of your setting**

- During an outbreak, consider postponing large gatherings such as assemblies, or holding a separate assembly for classes / groups affected by the outbreak
- If you have multiple sites, staff working at a setting affected by an outbreak should not work across different sites at the same time
- Any planned trips, transition visits, open days or non-essential activities that bring visitors into the setting should be risk assessed and postponed if there is a chance that the activity could encourage further transmission of Covid-19.
- Let key workers know if the child they are visiting is a known close contact (or is in a class which currently has multiple cases of Covid-19)

**Clinically extremely vulnerable staff / pregnant staff**

- If you have staff who are identified as being clinically extremely vulnerable or pregnant who work in any of the rooms / with groups affected by the outbreak, please ensure you discuss any possible risks with them and review any individual risk assessments you have in place for that staff member. Consider any additional measures to protect them e.g., can they wear a face covering whilst in the setting? Can they temporarily switch roles so they can maintain 2 metres distance from others more easily?

**Transport**

- If pupils / students identified as close contacts use school transport, inform the transport operator. This will allow the driver to decide whether to take extra precautions, including PPE and improved ventilation.

***This page is intentionally blank for printing purposes***

## Outbreak Management Plan - Additional advice from CLEAPSS

### Design and Technology

In addition to the advice contained in CLEAPSS guide [GL344 - Guide to doing practical work during the COVID19 pandemic – Design & Technology](#), there may be situations where the guidance in the CLEAPSS documents below will need to be followed to help support practical work when we have activated our Outbreak Management Plan:

- [GL347 – Returning to school after an extended period of closure](#)
- [GL348 – Practical DT activities for pupils at home](#)
- [GL354 – Managing practical work in non-specialist rooms](#)
- [GL355 – Using workshops, food rooms and art studios for alternative activities](#)
- [GL360 - Advice for schools with only small numbers of pupils on site](#)
- [GL356 - Guidance for spending all day in a practical room](#)
- [GL362 – Sanitising Eye Protection](#)

Additional controls we may directed to implement include the possible reintroduction of:

- the use of face coverings;
- the use of IRM PPE kits;
- bubbles;
- social distancing;
- not sharing utensils or equipment;
- alterations to practical activities and demonstrations;
- enhanced cleaning of equipment including eye protection.

### Science

In addition to the advice contained in CLEAPSS guide [GL343 - Guide to doing practical work during the COVID-19 pandemic - Science](#), there may be situations where the guidance in the CLEAPSS documents below will need to be followed to help support practical work when we have activated our Outbreak Management Plan:

- [GL336 - Advice for schools with only key worker pupils on site](#)
- [GL338 - Practical activities for pupils attending school during extended periods of closure](#)
- [GL339 – Practical activities for pupils at home during extended periods of school closure](#)
- [GL345 - Guidance for science departments returning to school after an extended period of closure](#)
- [GL352 – Guidance for practical work in non-lab environments](#)
- [GL353 – Guidance for schools where pupils spend all day in a lab](#)
- [GL362 – Sanitising Eye Protection](#)

Additional controls we may directed to implement include the possible reintroduction of:

- the use of face coverings;
- the use of IRM PPE kits;
- bubbles;
- social distancing;
- not sharing utensils or equipment;
- alterations to or cessation of some practical activities and demonstrations;
- enhanced cleaning of equipment including eye protection.