



## **Clifton Primary School** **Emergency Planning / Outbreak Measures**

All schools are required to have plans in place to respond to a range of emergency situations ([DfE - Emergency planning and response in education, childcare and children's social care settings](#)) A school's response to an outbreak of an infectious disease is one such scenario.

**Below are actions which *could* be considered in such circumstances and may help inform your plan.**

### **Outbreak Management – stepping up measures**

In order to protect pupils, staff and the local community, Headteachers may consider additional measures to break the chain of transmission of any infectious disease. Such circumstances could include an increased number of a particular infection within a group or two different infectious diseases within a group.

**The Headteacher must seek advice from the local Health Protection Team.**

### **General**

- Headteachers should continue to ensure good hygiene for everyone, maintain appropriate cleaning regimes, keep occupied spaces well ventilated and follow public health advice
- If appropriate and available, Headteachers should encourage vaccination uptake for eligible staff and children.
- Visitors may be kept to a minimum and appropriately risk assessed.
- Headteachers should maintain high levels of communication with parents and carers
- Social distancing measures could be introduced

### **Face coverings (see guidance within [UKHSA - living safely with respiratory infections, including Covid-19](#))**

- The Director of Public Health might advise that face coverings should temporarily be worn (by pupils staff and visitors, unless exempt).
- 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.
- No pupil should be denied education on the grounds of whether they are, or are not, wearing a face covering.

### **Testing**

- Testing should be undertaken when directed the local or regional Health Protection Team or medical practitioner.

### **Grouping pupils**

- Pupils could be allocated to a bubble, likely to be their normal teaching class group (approximately 30 pupils) where possible. Year group sized bubbles should be used if class-sized bubbles are not compatible with

offering a full range of subjects or managing the practical logistics within and around school (e.g EYFS, post-14 pupils) – the other control measures become even more important.

- Limited interaction, sharing of rooms and social spaces between bubbles must be achieved as much as possible.
- Staff must take account of the age and development of pupils in their care and accept that younger age children in particular will not be able to maintain social distancing.
- Pupils and staff must remain in their class groups/bubbles for the majority of classroom time but could mix with other wider groups for specialised teaching (i.e. phonics groups). Social distancing measures should be considered in this scenario.

### **Measures within a classroom**

- Staff should maintain 2 metre distance from each other and from pupils where possible. In circumstances when this is not possible (i.e. when working with younger children), staff should avoid close face to face contact and minimise the time spent within 1 metre of anyone.
- For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.
- Pupils could be seated side by side and facing forwards, unless there is a clear educational reason not to (e.g. EYFS continuous provision). Unnecessary furniture could be removed in order to make more space.
- Furniture (eg. fabric) and resources (eg. soft toys) which are important for the delivery of education should be used, however non-essential items, which cannot be wiped clean, could be removed from designated rooms.
- Resources that are shared between classes, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Fewer toys should be available in Early Years rooms at any one time to facilitate more frequent cleaning
- Carpet time should be avoided during the period of an outbreak, leaving children at tables and chairs which can be cleaned more effectively.

### **Measures elsewhere**

- Bubbles should be kept apart in order to avoid large gatherings such as collective worship or assemblies. Arrangements will be dictated by circumstance and based upon prior protocols and logistics.
- Pupils' movement around school should be kept to a minimum.
- Access to corridors and other communal areas should be limited to essential movements only. Arrangements will be dictated by circumstance and based upon prior protocol and logistics.
- Pupils and staff should access rooms directly from outside where possible.
- Arrival/collection times should be staggered but must not reduce the overall teaching time. Headteachers should also consider staff arrival/departure times to facilitate this. Timings will be agreed as appropriate in line with circumstances.
- Parents must be notified of their allocated drop off and collection times and the process for doing so (eg. which entrance to use). Designated leaders and staff must monitor drop off/collection. Latecomers must report to the school office – the HT should speak to parents who persistently bring their child late to school.
- Parents should be notified that only one parent is allowed to accompany their child onto the school site.
- Parents must be informed that they cannot gather at entrance gates or doors, or enter the building (unless they have a pre-arranged appointment, which should be conducted safely).
- The normal staffroom could still be used but the arrangements, layout and signage must promote 2 metre social distancing. In the case of an outbreak, we will revert to previous dedicated staffroom and convenience arrangements.
- Staff must be made aware of where they should go whilst on a break.

- The number of children or young people who use the toilet facilities at one time should be restricted to avoid over-crowding. Limits on each toilet set should be in place dependent on size and accessibility. Arrangements will be dictated by circumstance and based upon prior protocol and logistics.
- Pupils, parents and staff should be encouraged to walk or cycle to the school site if possible.

### **Breaktimes/Lunchtimes**

- Outdoor playground equipment should be allocated to individual bubbles if possible and more frequently cleaned. If shared with other bubbles, this equipment must be cleaned frequently and meticulously or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Breaks and lunchtimes could be staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. Timings will be agreed as appropriate in line with circumstances.
- Pupils could eat their lunch in the dining hall but the layout (including not sitting face-to-face) and timings must ensure they maintain social distancing from pupils in other bubbles.
- Pupils must be discouraged from sharing cutlery, cups or food.
- Parents should be encouraged to provide packed lunches containing items which can be opened independently by the pupils.

### **Physical Education**

- Additional cleaning of PE changing room facilities must be undertaken between use by different bubbles. This will be carried out where needed by support staff at the end of each session.
- Pupils should be able to get changed for PE. Maintaining social distancing should be promoted but not always practicable. Leaders should consider making adaptations to the normal school PE curriculum. In the case of an outbreak, PE sessions/changing will be adapted to meet social distancing arrangements including outdoor sessions where appropriate.

### **Other**

- Whenever possible, children should apply their own sun cream. If adults need to support a young child applying cream, this should not be done not face to face.
- Sitting pupils together on the carpet should not be avoided if it is essential to supporting pupil education and/or development. However, sitting face-to-face should be avoided.
- Pupils should be supervised whilst moving around school (e.g. going to the toilet).
- Senior leaders must monitor these arrangements.

### **PPE**

- Full PPE equipment (gloves, masks, goggles/visors, aprons) must be available during an outbreak of specific infections. PPE must be worn by staff who are supervising a person with symptoms and where a 2 metre distance cannot be maintained. Fluid resistant, surgical masks must be worn.
- Normal, appropriate PPE equipment must be available and worn by all staff undertaking first aid and intimate care duties, as stated in relevant policies, at all times.
- Donning/doffing training must be provided to all staff prior to them using PPE. Written guidance must be displayed in key locations (isolation rooms, intimate care facilities, first aid rooms etc.)

### **Attendance Restrictions**

- High-quality face-to-face education must always be the absolute 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 of an infection

- across an area, on government advice in order to suppress or manage an outbreak and to prevent unsustainable pressure on the NHS
- In all circumstances, priority should be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.
- Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending. [DfE - Remote Education](#)

### **Education workforce**

- If restrictions on pupil attendance are ever needed, Headteachers will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.
- Headteachers should be able to explain the measures they have in place to keep staff safe at work.

### **Safeguarding and designated safeguarding leads**

- If attendance restrictions are needed schools should remain vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people will be learning remotely.
- All schools must continue to have regard to any statutory safeguarding guidance that applies to them, including:
  - [keeping children safe in education](#)
  - [working together to safeguard children](#)
  - [early years foundation stage \(EYFS\) framework](#)