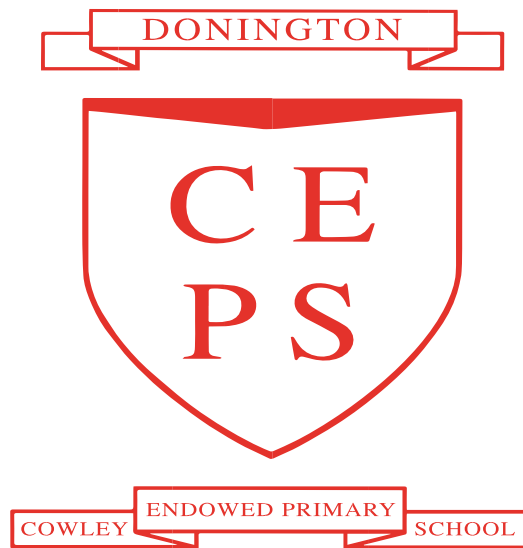


The Donington Cowley Endowed Primary School



*We strive
for success for all*

COVID-19 OUTBREAK MANAGEMENT PLAN (OMP)

Please note: this plan has been created in line with the advice regarding contingency planning in the DfE's 'Schools Operational Guidance' and any preceding guidance or procedures which have been used during lockdowns. It must be noted that, whilst the Operational Guidance linked contains very few restrictions, preceding guidance has been referenced because we are required to have plans in place in the event that public health agree to reintroduce certain measures due to an outbreak of cases.

In the event of outbreaks, the Outbreak Management Plan (OMP) must be read in conjunction with the Risk Assessment and any latest public health guidance available at the time.

The Donington Cowley Endowed Primary School

COVID OUTBREAK MANAGEMENT PLAN

In the future, as we learn to live with COVID19 still in circulation, we need to be able to respond flexibly as a school to the challenges which may face us. At all times, the health and safety of pupils, staff and our school community remain of paramount importance. However, it is also important that we take appropriate steps to mitigate any detrimental impact on the education of our children.

During this time, the Head Teacher, Senior Leadership Team and Governors will consider how to navigate the school through these challenges. Any actions we take, in collaboration with Governors, will be mindful of advice and guidance from the Government, Public Health England, the LA & Unions

This document will outline key information and guidance about how school will operate at different times and within certain restrictions (related to the tiers from the Government's **CONTAIN** strategy). These processes are a guide and decisions may be taken, contrary to the details outlined, in order to respond to the context of the issue and the fast-pace of changing guidance. If, at any time, you have questions then please do speak to a member of the school.

he Head Teacher communicates frequently with the Chair of Governors (on behalf of the Governing Body) in order to share information or discuss our approach. Every action we take is based on the latest Government advice and scientific evidence shared.

The Donington Cowley Endowed Primary School

COVID CONTINGENCY PLANNING SUMMARY OF TIERED ADJUSTMENTS

TIER	DEFINITION	H&S	EDUCATION	PEOPLE
1	<p>The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.</p>	<p>Parents/carers asked to wear face masks when attending site (communal areas) or meeting individually with staff inside the school.</p> <p>Events for parents/carers to continue with capped numbers, visitor protocols and within risk assessment parameters.</p> <p>Staff and children reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact.</p> <p>School day timings remain in place with restrictions about entry/exit and limited contact.</p> <p>Staff & visitors to be invited to wear face masks/visors when on the playground with parents/carers.</p> <p>Cleaners requested to wear gloves (changed for each bubble) when cleaning.</p> <p>Risk assessment reviewed and shared with all stakeholders.</p>	<p>Face to face education to continue with remote education provided, within reasonable endeavours, for those in isolation or quarantine.</p> <p>Any catch-up programmes continue, as per planning, in order to support progress of pupils.</p> <p>SEND interventions continue, as per planning, in order to support the needs of all individuals.</p> <p>SENDCO to review individual risk assessments, for those with EHCPs, to ensure everyone is reminded of protocols.</p> <p>Usual safeguarding approaches apply with DSL / SENDCo taking appropriate action (in line with COVID procedures), for those in isolation or quarantine.</p> <p>Attendance promoted through usual channels (e.g. Attendance Matters posters, newsletters).</p> <p>Extra-curricular clubs, if relevant, within parameters of risk assessment.</p>	<p>All staff continue to attend as per usual expectations/ contracts of employment.</p> <p>Governing Body continue to meet with social distancing in place as per agreed schedule (with virtual arrangements for anybody who is anybody unable to attend in person).</p> <p>They are invited to wear masks/visors if they require them.</p> <p>Senior Leadership Team (SLT to meet, as requested by HT, to discuss specific issues.</p> <p>Food provided as usual by catering company with some arrangements for FSM children in isolation or quarantine.</p> <p>Third party contractors continue to visit, where essential, in line with visitor protocols.</p> <p>Usual school operations continue as much as possible, e.g. appraisal, face-to-face assemblies etc.</p>

<p>2</p>	<p>Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<p>All adults (inc. staff) asked to wear face masks when attending site, in communal areas or meeting individually with other adults. Events for parents/carers limited to those which are essential. Usual visitor protocols will apply and adults requested to wear face masks for duration of event. Staff and children reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact. School day timings reviewed in order to stagger entrance/exit times and limit the number of people on site at any one point. Staff & visitors requested to wear face masks/visors in any communal areas (unless eating or drinking). Cleaners requested to wear face visors / masks and gloves (changed for each bubble) when cleaning. Risk assessment reviewed and shared with all stakeholders.</p>	<p>Face to face education to continue with remote education provided, with <u>some</u> additional allocated support (SLT to review timetables for TAs), for those in isolation or quarantine. Any <u>priority</u> catch-up programmes continue, following a review of planning, in order to support progress of the most vulnerable pupils. SEND interventions continue, subject to a review by DHT & SENDCO, in order to support the needs of the most vulnerable individuals. SENDCO to review individual risk assessments, for those with EHCPs, to ensure everyone is reminded of protocols. Usual safeguarding approaches apply with DSL / SENCo taking appropriate action (in line with COVID procedures), for those in isolation or quarantine. Attendance supported by all staff; staff to concentrate on monitoring absences/providing support for those in quarantine or isolation. Extra-curricular clubs reviewed and paused where appropriate.</p>	<p>All staff continue to attend as per usual expectations/ contracts of employment. However, SLT to review individual risk assessments for any vulnerable staff. Governing Body continue to meet with social distancing in place as per agreed schedule (with virtual arrangements for anybody who is anybody unable to attend in person). They are requested to wear masks/visors if they require them. SLT to meet fortnightly, or as requested by the HT, to review risk assessment as well as protocols & procedures. Food provided, wherever possible, by catering company with some arrangements for FSM children in isolation or quarantine. Third party contractors continue to visit, subject to a review by HT & SLT, in line with visitor protocols. Usual school operations continue as much as possible, e.g. appraisal, virtual assemblies etc but subject to a review by HT & SLT.</p>
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<p style="text-align: center;">3</p>	<p>Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<p>All adults (inc. staff) asked to wear face masks when attending site, in communal areas or meeting individually with other adults. Events for parents/carers cancelled until further notice. Staff and children reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact. Staggered school day timings continue at entrance/exit times in order to limit the number of people on site at any one point. Staff & visitors requested to wear face masks/visors in any communal areas (unless eating or drinking). Visitors restricted to those who are essential only. Cleaners requested to wear face visors / masks, gloves & aprons (changed for each bubble) when cleaning. Risk assessment reviewed and shared with all stakeholders.</p>	<p>Face to face education to continue with remote education provided, with <u>significant</u> additional allocated support (SLT to review timetables for TAs), for those in isolation or quarantine. Any <u>priority</u> catch-up programmes continue, following a review of planning, in order to support progress of the most vulnerable pupils (inc. those working remotely). SEND interventions paused, unless vital, in order to provide safeguarding or catch up support for the most vulnerable individuals. SENDCO to review individual risk assessments, for those with EHCPs, to ensure everyone is reminded of protocols. Usual safeguarding approaches apply with DSL / SENDCo taking appropriate action (in line with COVID procedures), for those in isolation or quarantine. Attendance supported by all staff; staff to concentrate on monitoring absences/providing support for those in quarantine or isolation. Extra-curricular clubs cancelled until further notice.</p>	<p>All staff continue to attend as per usual expectations/ contracts of employment. However, SLT to consider redeployment (inc. working from home arrangements) for anybody who is vulnerable in order to maximise social distancing. Governing Body moves to virtual meeting arrangements and any school visits discontinue until further notice. COVID contingency planning becomes a standing agenda item. SLT to meet fortnightly, or as requested by the HT, to review risk assessment as well as protocols & procedures. Food provided, subject to adjusted arrangements (e.g. sandwich bags to limit use of shared areas), by catering company with arrangements for FSM children in isolation or quarantine. Third party contractors continue to visit, where vital to in-school operations, in line with visitor protocols. Usual school operations continue as much as possible, e.g. appraisal, virtual assemblies etc but subject to a review by HT & SLT.</p>
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All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for fulltime on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All adults (inc. staff) asked to wear face masks when attending site, in communal areas. No individual meetings to take place indoors between parents/carers and staff unless essential. Meetings conducted via Zoom / Teams or telephone wherever possible. Events for parents/carers remain cancelled until further notice unless held via Zoom / Teams.

Staff and children, who remain in school, reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact.

Areas of the building locked down as children organised into 'alternative bubbles' and cleaning is concentrated in these areas.

Contingency arrangements put in place with timings/ arrangements limited to the children of critical workers as well as vulnerable children.

Staff & visitors requested to wear face masks/visors in any communal areas (unless eating or drinking). Visitors restricted to those who are essential only.

Cleaners requested to wear face visors / masks, gloves & aprons (changed for each bubble) when cleaning.

Risk assessment reviewed and shared with all stakeholders.

Instigate 'remote education' plans (and virtual teacher contact) and procedures to continue with learning for those not attending in person. Face-to-face education linked, as closely as possible, to the usual curriculum.

Any catch-up programmes paused, unless essential, in order to support delivery of the core curriculum for all pupils (inc. those not in school). SEND interventions paused, unless integrated in face-to face learning bubbles, so that staff efforts can be refocused on supporting those working remotely.

SENDCO to review individual risk assessments, for those with EHCPs, and work with families to ensure these children continue to attend school wherever possible.

Usual safeguarding approaches apply for those in school. However, significant focus on COVID procedures for vulnerable children reviewed weekly by SLT.

Attendance focus switched so that the focus is supporting vulnerable children in attending and maintaining safeguarding.

No after-school activities planned.

Staff identified for roles based on RAG risk rating taking account of health backgrounds and vulnerabilities (in line with any current Government or PHE guidance).

Instigate rota for face to face learning and organisation of staff into teams to develop remote education, develop and distribute learning materials, provide safeguarding support or support face-to-face learning.

Governing Body meetings continue utilising virtual meeting arrangements and any school visits remain discontinued. Normal agendas are paused in order to evoke COVID governance arrangements/agendas.

SLT to meet weekly with standing agenda. Adjust meal provisions provided, e.g. sandwich bags, by catering company with arrangements for FSM children in isolation or quarantine.

Third party contractors restricted, with remote arrangements in place where possible, unless essential to business operations.

All school operations, e.g. appraisal, assemblies etc, paused, reviewed by HT and adjusted as appropriate.

TIER 4 PROCEDURES	URGENT & IMMEDIATE PRIORITIES (immediately after lockdown announcement)	SHORT TERM PRIORITIES (within the first week of lockdown)	LONGER TERM PRIORITIES (within 2+ weeks of lockdown)
HEAD TEACHER/ GOVERNORS	<p>Notify school community of measures in place (liaising with PH & LA as appropriate)</p> <p>Call SLT meeting ASAP to establish contingency plans</p>	<p>Maintain weekly contact with HT to review standard agenda items</p> <p>Update plans, protocols and risk assessments</p> <p>Liaise with Governors, LA & PHE to ensure compliance with any guidance</p>	<p>Review plans, procedures & protocols on an ongoing basis</p> <p>Ensure strategies are in place to support the welfare of staff (inc. staff contact)</p> <p>Consider long term implications (SIP) in relation to any guidance issued</p>
SENIOR LEADERSHIP TEAM (SLT)	<p>Lead staff teams through operational change processes (as indicated by HT)</p> <p>Oversee preparation of learning materials, where required, for immediate distribution</p>	<p>Check and ensure continuity of education (in-school and remotely) by reminding teacher of expectations</p> <p>Provide updates & guidance to teaching staff about next steps and preparation for next week</p>	<p>Monitor weekly planning for learning</p> <p>Deploy teaching staff effectively to meet varying learning needs of children (inc. those working remotely)</p> <p>Support welfare needs of staff and maintain contact where necessary</p>
DSL / SENDCo	<p>Make immediate contact with social workers, and other partners, to ensure safety provision for vulnerable children</p> <p>RAG rate levels of risk for vulnerable children and immediately evoke Safeguarding Policy COVID-19 addendum plans</p> <p>Prepare provision & support for vulnerable children as per guidelines</p>	<p>Maintain contact with vulnerable children (as per weekly RAG risk list) and support families in sending children to school (subject to restrictions and guidance)</p> <p>Ensure continued contact with social workers and other professionals</p> <p>Arrange remote access to therapies and other services where possible in order to meet children's needs</p> <p>Provide access to food provisions which are available</p>	<p>Maintain contact with vulnerable children (as per weekly RAG risk list) and support families in sending children to school</p> <p>Ensure continued contact with social workers and other professionals and escalate concerns where needs and priorities emerge</p> <p>Monitor remote access to therapies, and other services and adjust service where necessary, in order to meet children's needs</p> <p>Provide access to food provisions available</p> <p>Proactively support <u>all</u> families by signposting to services and support</p>

<p>TEACHING TEAM (class teachers and teaching assistants)</p>	<p>Reassure children and talk through plans Demonstrate, as a reminder, access to any technology platforms, e.g. Purple Mash, Tapestry, Oak Academy, myOn Prepare any work which needs to be sent home immediately</p>	<p>Teachers are monitoring, marking and feeding back when the children hand in work on Purple Mash / myOn / Tapestry or email. Registers of children completing work is compiled by each class each day. Parents of children who are not engaging are emailed / phoned (Tuesdays and Thursdays) Adjust curriculum plans for any bubbles which exist within school Engage in any online CPD provided by SLT</p>	<p>Publish weekly learning via the class email and Purple Mash blog Maintain fortnightly welfare contact for all children (additional for vulnerable) Support delivery of resources, subject to any restrictions & guidance, to children's homes</p>
<p>ADMIN TEAM</p>	<p>Send any immediate communication home Prepare workload/access for any remote working Cancel any immediate nonurgent events and activities, review diary and rearrange or advise of diary issues Inform third party contractors of plans and make arrangements as appropriate, e.g. catering and provision of food for vulnerable (urgent)</p>	<p>Monitor enquiries email and respond to/forward any queries Operate the office in person as directed by SLT Rearrange any diary commitments beyond this week (in consultation with HT) Clerk to notify governor and to move meetings to virtual arrangements</p>	<p>Maintain effective levels of communication by utilising all systems and processes in place Arrange refunds, where required, for any cancelled events Ensure all payments processed promptly and support efficient administration of business functions at school</p>
<p>SITE & CLEANING TEAM</p>	<p>Adjust working patterns, as required, to ensure appropriate cleaning and maintenance of school whilst adhering to any lockdown procedures in place Check & distribute relevant PPE equipment to necessary staff</p>	<p>Deep clean areas of the school which are locked down Adjust cleaning schedules to ensure enhanced cleaning of areas in use Review quantities of PPE equipment and order as necessary</p>	<p>Monitor the quality of cleaning and provide additional support in areas of higher risk, e.g. significant touch points Provide training for staff, as required, to manage the cleaning (inc. cleaning of resources) Maintain vital site operation checks, e.g. legionella etc</p>

Remote education (for Tier 4 of the CONTAIN Framework)

If a local lockdown is implemented, the school will offer immediate access to remote education for pupils who are required to remain at home. If there is not a local lockdown, but a single class or bubble needs to self-isolate, the school will immediately implement remote learning for that group.

If individuals are isolating due to reasons related to COVID, without the whole bubbles being closed, the school will work closely with teachers to offer remote education to our pupils which matches the curriculum as closely as possible. However, this level of provision will not be as rich of what we are able to offer within Tier 4 as the teachers will have to balance their time in supporting face-to-face education in school with remote education for those isolating.

Teaching and learning

All pupils will have access to high-quality education when remote working.

The school will use a range of teaching methods to cater for all different learning styles. This includes:

- comprehension, quizzes, online materials, videos, games, questioning and response

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set activities and work so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Make contact with families, by telephone, where there are issues with remote education.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Senior Leadership Team will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school will utilise the support available through the DfE's ['Get help with technology during coronavirus \(COVID-19\)'](#) scheme. Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government and/or clinical advice

- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process. An agreement will be signed by parents and the school before these devices are loaned.

If further devices are made available through the [DfE laptops and tablets for disadvantaged children to access remote education](#) if local COVID-19 restrictions are required, these will be issued in line with the guidance to:

- Pupils in years 3-6;
- Clinically extremely vulnerable children across all year groups who are shielding on official advice;
- Children in all year groups unable to access remote education whilst attending school on a hospital site

Our approach to remote learning:

In the event of a full closure, pupils will be sent home with:

- A timetable of learning to help to organise the day/week
- Additional resources, as appropriate, to support learning

Teachers will clarify logins to appropriate online learning platforms e.g. Purple Mash, myOn; Tapestry etc so that these can be accessed at home.

The Senior Leadership Team will:

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor and support staff to ensure families are called regularly and any issues are followed up
- Monitor the engagement of pupils learning
- Communicate regularly with families through the class email, the Purple Mash blog and phone calls
- Organise events such as Zoom assemblies to promote spirit in the community
- Deploy staff, as effectively and creatively as possible, in order to meet the needs of all pupils, e.g. by continuing interventions remotely, organising individual reading virtually etc
- Responds to parents' queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on site (Key Worker and Vulnerable Pupils)

Class Teachers will:

- Follow their usual planning for all subjects, wherever this is possible, to ensure progression of skills and knowledge
- Follow their usual timetable of learning each day, through a virtual platform (Purple Mash, myOn, Tapestry etc)
- Provide opportunities to ensure children understand their learning tasks (via Purple Mash, myOn, Tapestry, class email etc)

- Feedback to pupils on their uploaded learning (via Purple Mash, myOn, Tapestry, class email etc)
- Provide additional support for children/parents through phone calls, email or explanations via video messages
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSL

Teaching Assistants will:

- Support the learning of pupils they usually work with
- Support the class teacher(s) they usually work with
- Conduct virtual interventions (as directed by SLT)
- Monitor work on Purple Mash
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSL

Safeguarding Team will:

- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies, including the Police as appropriate to need
- Take part in remote meetings as appropriate to need
- Conduct home visits to families unable to contact or who are causing concern □ Follow up any concerns promptly

Pupils/Parents will:

- Log on to the appropriate remote video sessions every day
- Watch all of the learning videos, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Watch their story time each day
- Talk with their friends each day through safe streams used
- Use on line resources such as Purple Mash, myOn, Oak Academy, Tapestry etc

Parents will:

- Set a clear routine with each child using the timetable and the daily learning set
- Read all communications that come out to ensure they are fully aware and up to date with news
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children
- Support their children by emailing the teacher pictures of completed work for assessment and feedback or uploading these to Tapestry, Purple Mash, class email
- Liaise with school staff to communicate how well their child(ren) attempt the work set

Key Worker & Vulnerable Children:

If it is appropriate to be open to Key Worker and Vulnerable Pupils, they will be placed into Bubbles with consistent members of staff. They will complete learning in the same way as those working remotely, as set by the class teacher.

Class Closures/Partial Closure

If a class, a Bubble, a number of classes, or a number of Bubbles have to close due to a positive COVID19 test, then they will follow the procedure described for full closure.

