



# Holyhead

Teach What Matters

## OUTBREAK MANAGEMENT PLAN

Please note we do have a contingency timetable in place that could move our day to day operations back into 'bubbles' and would include other social distancing related measures.

<b>Dfe Link Guide</b>	<b>Guidance</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings</a>  The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.	<b>Action Plan:</b>  <b>Date:</b> 8 <sup>th</sup> September 2021  Advice source to implement Outbreak Management Plan:  <i>Actions</i> identified below are relevant to the sections
<b>Testing</b>	<ul style="list-style-type: none"><li>All settings should ensure their contingency plans reflect the possibility of increased use of testing by staff and, where they are already being offered testing, for Staff and Students. This could include advice on more frequent testing, or on the reintroduction of asymptomatic test sites (ATS) (where they have been stood down). These measures may be advised:<ul style="list-style-type: none"><li>for an individual setting only, by DsPH as part of their responsibilities in outbreak management, or</li><li>for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and directors of public health decide it is appropriate</li></ul></li><li>These additional testing measures would need to be agreed with settings and we encourage DsPH to consult settings and work with them to identify what support may be needed to do this.</li><li>Secondary schools and colleges should consider how ATS could be implemented in a way that does not negatively impact the education they provide to their Staff and Students.</li><li>DsPH should keep DfE informed of all cases where they are considering recommending ATS for an education setting.</li></ul>	We have a standing team of trained testers and data controllers and therefore can implement ATS quickly if required and whilst we could recruit and train a team.  The Sports Hall would be the venue used if ATS is re-introduced as it meets the NHS operational guidance and has been risk assessed for this purpose.



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<b>Face Coverings</b>	<ul style="list-style-type: none"><li>• Education settings should make sure their contingency plans cover the possibility that it may be advised that face coverings should temporarily be worn in settings in their area. This may include face coverings in communal areas and/or classrooms, for Students and Staff.</li><li>• or an individual setting only, by DsPH as part of their responsibilities in the Outbreak Management Plan.</li><li>• for settings across areas that have been offered an enhanced response package, or are in an enduring transmission area, where settings and DsPH decide it is appropriate. In all cases any educational and wellbeing drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission.</li></ul>	<p>Holyhead has continued to promote the wearing of face coverings but staff, students have been briefed that they could be reintroduced if required. We hold a stock of disposable face coverings and would communicate any changes via Arbor, Staff Briefing and assemblies.</p> <p>We have continued to recommend that visitors wear a face covering when on-site</p>
<b>Shielding</b>	<p>Shielding is currently paused.</p> <ul style="list-style-type: none"><li>• In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding.</li><li>• Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are considered. Settings should make sure their contingency plans cover this possibility.</li><li>• Shielding can only be reintroduced by the national government.</li></ul>	<p>Staff and student medical information has been updated and HR holds risk assessments for vulnerable staff.</p> <p>Our medical officer has updated our Medical Plan.</p>
<b>Other Measures</b>	<p>Settings should make sure their contingency plans cover the possibility they are advised to limit:</p> <ul style="list-style-type: none"><li>• residential educational visits</li><li>• open days</li><li>• transition or taster days</li><li>• parental attendance in settings</li></ul>	<p>We have amended the arrangements for Open Evening in line with LA advice and will</p>



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	<ul style="list-style-type: none"><li>live performances in settings Local authorities, DsPH and HPTs may recommend these precautions in individual settings or across an entire area.</li></ul>	<p>continue to apply the same principals to all events.</p> <p>We would resort to 'essential visitors only' if required</p> <p>Meeting spaces for parents continue to be COVID-secure and could be assigned additional cleaning routines if required under contingency measures.</p>
<b>Attendance Restrictions</b>	<ul style="list-style-type: none"><li>for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission;</li><li>across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS.</li></ul> <p>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. 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 Staff or students not attending. Other considerations where attendance has been restricted</p> <p>Remote education High-quality remote learning in schools, further education and higher education settings should be provided for all Staff and students if:</p> <ul style="list-style-type: none"><li>they have tested positive for COVID-19 but are well enough to learn from home;</li><li>attendance at their setting has been temporarily restricted. On-site provision should in all cases be retained for vulnerable children and young people and the children</li></ul>	<p>High quality face-to-face education remains a priority. Attendance restrictions will only be considered as a short-term measure or if the government reverts to lock down procedures</p>



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	<p>of critical workers. If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.</p> <p>Full detail on remote education expectations and the support available to schools and FE providers is available at <a href="#">Get help with remote education</a>.</p>	
<b>Education Workforce</b>	<p>If restrictions on student attendance are ever needed, leaders of childcare and education settings will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely. Employers should have regard to the guidance on clinically extremely vulnerable people.</p>	<p>Our medical records, risk assessments and vaccination status records would inform work from home arrangements or other control measures if required.</p> <p>A minimum staffing structure exists that complies with supervision ratio's and the availability of key staff such as DSLs, SENDCo and First Aiders. All key positions have contingency cover.</p>
<b>Alternative Provision</b>	<p>Alternative provision (AP) should continue to allow all Students to attend full-time.</p> <p>On occasion AP will encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with appropriate specialist training. In these circumstances they should seek to resume as close as possible to full-time provision, as soon as possible.</p>	<p>We have a nominated member of staff to communicate with AP providers</p>
<b>Safeguarding</b>	<p>Safeguarding and designated safeguarding leads</p> <p>There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners:</p> <ul style="list-style-type: none"><li>• local authorities</li></ul>	<p>Our Safeguarding and Child Protection Policy contains an Annex</p>



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	<ul style="list-style-type: none"> <li>• clinical commissioning groups</li> <li>• police</li> </ul> <p>If attendance restrictions are needed in any education or childcare setting, we would expect all local safeguarding partners to be 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.</p> <ul style="list-style-type: none"> <li>• All settings must continue to have regard to any statutory safeguarding guidance that applies to them, including:             <ul style="list-style-type: none"> <li>• Keeping children safe in education</li> <li>• Working together to safeguard children</li> <li>• Early Years Foundation Stage (EYFS) framework</li> </ul> </li> </ul> <p>Out of school settings should also review the Keeping children safe in out-of-school settings: code of practice. Early years providers, schools, out-of-school settings and FE providers (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local restrictions and remains effective. It is expected that schools, out-of-school settings and FE providers will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools and FE providers there may be operational challenges to this. In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> <li>• a trained DSL (or deputy) from the early years setting, school, out-of-school settings or FE provider can be available to be contacted via phone or online video, for example working from home</li> <li>• sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video) Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</li> </ul>	<p>incorporated to cover remote learning and working arrangements.</p> <p>We have a rota that would ensure frequent contact with all vulnerable children.</p> <p>The Holyhead Helpline would remain in tact if students were working off site.</p> <p>Staff would have access to key contacts via the Staff Portal and continual uninterrupted access to CPOMS.</p> <p>We have DSL, Deputy DSL cover in the event of remote working/learning</p>
<p><b>Vulnerable Students and Young People</b></p>	<ul style="list-style-type: none"> <li>• Where vulnerable children and young people are absent, education settings should:             <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 or young person's attendance would be appropriate</li> </ul> </li> </ul>	<p>Contact schedule for vulnerable students is in place.</p>



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	<ul style="list-style-type: none"><li>• focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home</li><li>• have in place procedures to maintain contact, ensure they are able to access remote education support, and regularly check if they are doing so. If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.</li></ul>	
<b>Transport</b>	<ul style="list-style-type: none"><li>• Transport services to education settings should continue to be provided as normal where children are attending education settings. The guidance on transport to schools and colleges during the COVID-19 pandemic guidance remains in place.</li></ul>	N/A
<b>School Meals</b>	<ul style="list-style-type: none"><li>• Schools should provide meal options for all students who are in school. Meals should be available free of charge to all students who meet the benefits-related free school meals eligibility criteria.</li><li>• Schools should also continue to provide free school meals support in the form of meals or lunch parcels for students who are eligible for benefits related to free school meals and who are not attending school because they have had symptoms or a positive test result themselves.</li><li>• Further information is available in the guidance on providing school meals during the COVID-19 pandemic.</li></ul>	<p>A voucher system is in place for students not in school and this can be scaled up quickly to provide for the full FSM cohort.</p> <p>Our in-house Catering Team would provide continuity with meals.</p>
<b>Out-of-school settings and wraparound childcare</b>	<ul style="list-style-type: none"><li>• If attendance restrictions are needed, vulnerable children and young people should be allowed to attend. For all other children, parents and carers should 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.</li><li>• 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.</li><li>• In the meantime, providers should continue to refer to guidance on protective measures for holiday, after school</li></ul>	<p>We have a system for KW and Vulnerable provision with custom contact groups already in place so that we could communicate quickly and with precision.</p>



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	clubs and other out-of-school settings for children during the COVID-19 outbreak.	
<b>Educational Visits</b>	Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the educational visit is still appropriate and safe. Only children who are attending the setting should go on an educational visit. Education settings should consult the health and safety guidance on educational visits when considering visits.	Holyhead are currently restricting outside visits to only those with direct curriculum benefit. That threshold can be escalated or softened depending on the circumstances. The ECV has been briefing and already has systems in place.