



# COVID-19: Outbreak Management Plan

With effect from: 1<sup>st</sup> September 2021

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## Section A

### Introduction

In order for the return of the all children in September 2021, this outbreak management plan has been prepared by the Headteacher, alongside Governors and staff, in case school need to place in additional measures based on ongoing risk assessments and government/NHS/DfE guidance in regard to Covid-19.

This plan sits alongside the existing risk assessments in place and should also be read alongside any updated Government, NHS, and DfE guidance.

In order to keep continuity and structure to school life if the need to adapt school arrangements is required, the plan is designed in the same format that school has operated between March 2020 and July 2021. I hope this will allow everyone to feel confident and familiar in our systems should we need to implement them and also ensure that we can adapt school within a clear structure in the future if needed. This plan is only in place **should** it be needed. At the start of our management plan I would like to highlight 2 key points.

1. **School has been running successfully through the entire pandemic; leading remote learning during two school closures, ensuring provision for children of critical workers, reopening to Reception, Year 1 and Year 6 in summer 2020 and then reopening to the whole school in September 2021. Staff in school are now experienced in running systems and procedures to ensure education continues during restrictions due to Covid-19. In the event of any future government measures, school is confident, experienced and prepared to meet the needs of all children.**
2. **I am happy to discuss concerns or issues not raised within our planning should you have them. Whilst we understand every aspect of how school will be organised and are confident in our procedures, I understand that you may have a question for an area that is not published. As part of this management plan that I am releasing, I ask any concerns to be emailed in so I can respond and clarify any issues.**

As we continue on our journey together, I really hope that the following pages show how school would adapt and change *if* needed based on future Government//NHS/DfE guidance and advice. This plan will be reviewed regularly and alterations may be made depending on our ongoing evaluations or further government guidance. I must stress that everything in today's world is open to change as I'm sure you are aware and ask that you continue to check our website for updates.

## **Section B**

**In the event of a Covid-19 outbreak we may be asked to implement further control measures to support reduction in the virus spreading. In this case, we would continue to run school with the measures outlined in this section. As with every aspect of school this would be reviewed in light of government/NHS/DfE guidance.**

### **1. Wrap around provision and school lunches**

As a school we understand the importance of breakfast and afterschool club as wrap around provision. Where possible, we will continue to provide this service in school and would liaise with parents regarding how this will run.

School lunches will continue to be provided for children but lunchtimes would be staggered as outlined in the plan.

### **2. Class organisation**

We will revert back to whole class groups staying in one bubble. Whilst each class will consist of the same children, staff can move between classes to support them in different ways. However, the re-organised school day will ensure that mixing between groups of children is limited to their own classes only.

Each year group will operate within a specific classroom. Classes may be organised in rows with less furniture around the room except for Reception where a different lay out to allow for continuous provision is organised. Children in years 1-6 may only sit side by side on a table of two and face the front. Break times will also see classes remaining together in an allocated **play area**. Children will not cross into other classes as areas will continue be clearly marked to play in.

### Reception Class - Key Information

<b>Teacher</b>		Mrs Alcock
<b>Teaching Assistants</b>		Mrs McGowan
<b>Enter school in the morning</b>	9.00am	EYFS play area bottom gate then via Reception class external door
<b>Collection after school</b>	3.30pm	Reception class external door then EYFS play area bottom gate

### Year 1 Class - Key Information

<b>Teachers</b>		Mrs Beetham and Mrs Smith
<b>Teaching Assistants</b>		Miss Hart and Miss Bennett
<b>Enter school in the morning</b>	8.50am	EYFS play area top gate then via Year 1 class external door
<b>Collection after school</b>	3.20pm	Year 1 class external door then EYFS play area top gate

### Year 2 Class - Key Information

<b>Teacher</b>		Mr Loynds
<b>Teaching Assistant</b>		Mrs Nelson and Miss Jones
<b>Enter school in the morning</b>	8.50am	KS1 main door – line up on the feet markings
<b>Collection after school</b>	3.20pm	KS1 main door

### Year 3 Class - Key Information

<b>Teacher</b>		Miss Lambert
<b>Teaching Assistant</b>		Mr Lomax
<b>Enter school in the morning</b>	9.00am	Line up along the field side of the KS1 yard then through KS2 door
<b>Collection after school</b>	3.30pm	Exit through KS2 door

### Year 4 Class - Key Information

<b>Teacher</b>		Mrs Atkinson
<b>Teaching Assistant</b>		Miss Whittam
<b>Enter school in the morning</b>	9.00am	Enter KS2 play ground off the top side of Dean Street, line up where the shelter is on the KS1 yard then through KS2 door
<b>Collection after school</b>	3.30pm	Exit through KS2 door

### Year 5 Class - Key Information

<b>Teacher</b>		Mrs Dixon
<b>Teaching Assistants</b>		Mrs Whittaker

<b>Enter school in the morning</b>	8.50am	Enter KS2 play ground off the top side of Dean Street, line up in front of the wooden play equipment then through KS2 door
<b>Collection after school</b>	3.20pm	Exit through KS2 door

### Year 6 Class - Key Information

<b>Teacher</b>		Mrs Clark
<b>Teaching Assistant</b>		Mrs Waters and Miss Gallagher
<b>Enter school in the morning</b>	8.50am	Enter KS2 play ground off the top side of Dean Street, line up along the top railings then through KS2 door
<b>Collection after school</b>	3.20pm	Exit through KS2 door

Our school day has been staggered and the children start and finish either 10 minutes earlier or at normal time.

### 3. Risk Control and Procedures

*Whilst not exhaustive, below are the key control measures that apply from previous government guidance and current school control measures. Many of these have been in place since the start of the pandemic. These measures would be reviewed and refreshed depending on Government guidance.*

<b>Key Government advice on control measure</b>	<b>Key school control measures</b>
Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.	Advice sent to parents and whole school community on self-isolation in case of symptoms.  Children are to be sent home if they have symptoms and follow Government procedures for this
Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.	All children wash hands on entry to school and at key points during the day including break times and lunch times. School supplied with adequate supply of soap and hand sanitiser. Hygiene rules discussed with children regularly and poster evident around school.
Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	Tissues available and all children briefed on procedures of blowing noses. Lidded bins in each area to dispose of in. Children briefed on importance of behaviour and school rules revisited with them. School rules have been refreshed to reflect COVID – 19 and are discussed with all children daily and evident around school.

Key Government advice on control measure	Key school control measures
Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	<p>Each classroom to have its own cleaning material. All surfaces cleaned at the end of each day, at the start of the day and during the day.</p> <p>Cleaning procedures monitored at start and end of day and a daily evaluation of cleaning by Headteacher.</p> <p>Additional school closure to be used to deep clean and prepare site if needed.</p>
Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).	<p>Each class is allocated its own learning area which will remain in place for that class.</p> <p>Playtimes staggered with only one group going into an allocated area.</p>
Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening.	<p>Daily health and safety check done with Mrs Stinchon (Headteacher) and Mr Plant (Site Supervisor). These are done before start of school each day to check all aspects outlined in the plan.</p> <p>School risk assessments reviewed weekly and adapted upon review and to reflect any occurring incidents, Each group to use a separate entrance and stay with allocated area. No need for child movement around school due to self-contained areas for each class.</p>
Organise small class groups, as described in the 'class or group sizes' section above.	Children normal class sizes and don't mix with the wider school.
Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible.	Unnecessary furniture removed if it restricts space and tables laid out in rows with maximum distance between them. Each child allocated their own table and resources.
<p><b>Refresh the timetable:</b></p> <p>decide how lessons or activities will be delivered</p> <p>Consider which lessons or classroom activities could take place outdoors</p>	<p>Curriculum across school will continue as normal with morning subjects predominantly being:</p> <ul style="list-style-type: none"> <li>• English – Reading, Writing, Grammar, phonics</li> <li>• Maths</li> </ul> <p>Wider curriculum areas will be taught across school in the afternoons.</p> <p>Wider review of shared resources to ensure cleaning of shared resource can take place.</p>
Use the timetable and selection of classrooms or other learning environment to reduce movement around the school or building.	<p>Each Class will have their own area only requiring to leave their area for a play time and lunch.</p> <p>Lunch will be staggered and lunch hall will be cleaned before a new group comes in.</p>
Stagger assembly groups.	Children will only have assemblies in their own class.

Key Government advice on control measure	Key school control measures
Stagger break times (including lunch), so that all children are not moving around the school at the same time.	Play times and lunches staggered – as outlined in timetable section.
Stagger drop-off and collection times.	Each group allocated a separate drop off and collection time as outlined in class organisation.
Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.	Different drop off points and times as noted above. Parent one way and guidance in place.
Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing.	<b>Classes:</b> Children in classes of their own year group and do not cross into other groups. <b>Toilets:</b> Classes will be escorted to the toilet at specific times and toilets will be cleaned through the day. Only children from the same class will be allowed into the toilet areas. KS1 – each class will have a red/green boy and girl sign outside their room to monitor who is in the toilet. KS2 - Other class children will wait outside on the corridor.
Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.	All play equipment off bounds. Any play equipment such as balls that are used at breaks will be cleaned after use and after break times and kept for use within a pod.
Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.	Classroom to be organised and stripped down to bare minimum furniture and resources <b>as much as possible</b> and decided by the class teacher.
Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)	Classroom to be organised and stripped down to bare minimum furniture and resources <b>as much as possible</b> as decided by the class teacher.
Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible.	Children either walk or are dropped off by parents in car. Staggered drop off and collection times. Marked Areas for each year group collection and pick up as articulated in timetable. All families encouraged to <b>walk</b> when possible
Visitors to school are restricted	Visitors for any reason must ring and make an appointment.

#### 4. Summary of Key protective measures to be implemented (under regular review)

1. Staggered drop of times, 2 entrances and signed drop off areas, no parents allowed into school and one way systems in places for entering and leaving school site to ensure organisation and provide social distancing for key flashpoints in the day.
2. Social distancing drop offs marked with signs and stickers.

3. No parents allowed into school – any queries to be dealt with at drop off with a distance of 2 metre but encouraged via telephone.
4. Strict handwashing procedures upon entry to school and key points during the day.
  - i. Entry to school
  - ii. Before break and snack
  - iii. After break one
  - iv. Before lunch
  - v. After lunch
  - vi. Before break
  - vii. After break three
  - viii. Before going home
5. All children kept in their allocated classes and play areas to ensure less contact between people in school.
6. Classrooms laid out in rows with. Children allocated their own work space and sat next to another child facing the front. These work spaces will be decided at the discretion of the class teacher and where possible will remain the same.
7. Children all allocated with their own resource and work space.
8. Work spaces and key classroom surfaces cleaned regularly throughout day.
9. Cleaning staff and all staff carrying out additional cleaning of key areas throughout the day – additional cleaning of handles and key surfaces.
10. Deep cleaning planned during school breaks and before wider reopening.
11. Audit by HT of cleaning at start and end of every day with site supervisor.
12. All children informed of health and safety, school rules and refresh of rules. In particular, continued keeping of safe spaces when possible.
13. All children briefed on the **catch it, kill it, bin it** strategy regularly.
14. Tissues available for each child.
15. Bins for each class to have lids on.
16. Unnecessary resources such as soft toys packed away.
17. Play equipment outside to not be used.
18. Play equipment indoors and shared resources used to be cleaned daily.
19. All classrooms have own cleaning equipment allocated to them.
20. First aiders to look after their own class – all classes have a first aider and first aid kit.
21. Cleaning staff to be briefed on cleaning procedures and wear gloves for cleaning.
22. Fire drill practised with social distancing measures – children to assembly in their areas.

23. Clear procedures following government guidance as identified in section 5 should anyone become unwell, show symptoms or is diagnosed. School emergency plan in place.
24. No books and equipment to be sent home or brought into school initially. This will remain under review

## 5. Emergency procedures

Key emergency procedures are important and below are some details of key considerations which are important to be aware of.

Issue	Action	Further action/consequence
Child/staff member becomes ill with symptoms or is diagnosed	<p>Follow government guidance.</p> <p><i>Child/staff member is isolated within school in intervention room.</i></p> <p><i>The government has identified that children/staff showing symptoms will be eligible for a test.</i></p>	<p>Potential for all of class to close down and participants asked to self-isolate.</p> <p>Potential need to close school.</p>
Fire	Fire drill held for new class organisation and social distancing measure	Fire drills in the first week
Accident on site	<p>First aider with each class at all times.</p> <p>Paediatric First aider available for EYFS at all times.</p>	Daily review of first aid equipment

## 6. Parent Key Guidance

Below are key points which may support parents in understanding of the return to school system.

- School staff are now incredibly experienced at working in these circumstances so reverting to these procedures would be seamless for the children.
- Attendance at school is statutory.
- Staff are very aware of how children can feel with school disruption. I'd like to reassure all parents that emotional well-being and feelings will be a key priority
- Any concerns can be communicated via email or telephone to the school and will be responded to.
- Additional guidance and parental support will be published as necessary.

## 7. Parent consultation – evaluations, clarifications and updates

Throughout the pandemic parents have asked questions about areas of school which are very useful. Answers to these questions are detailed below as they support understanding of the procedures in this plan.

### Medical concerns

If there has been any change in medical details for your child we ask that you notify us by emailing into school. Please email [bursar@trawden.lancs.sch.uk](mailto:bursar@trawden.lancs.sch.uk) and we can organise a telephone update with you.

### Social distancing and behaviour

It is acknowledged by the government that children and school settings are unique and social distancing is not always possible. I would like to continue to confirm this is the case. Whilst very individual spaces will be provided in class time for children, during playtime outside in their class children will have the opportunity to play with the other children from the class. We discuss our school rules with children which are viable and used at a reference point in the classroom. We also continue to discuss good hygiene and social spacing rules. We call social distancing '*safe space*' and during school in the whole pandemic children have worked within these boundaries successfully. This has worked really well with children playing and interacting. It should also be acknowledged that children having the opportunity to play and be with other children is an important aspect of social, mental and emotional wellbeing alongside their overall development. We are very fortunate in our school to have such lovely grounds and children who have been in school during the pandemic have thoroughly enjoyed and benefited from their play experiences in a large specific area for their class.

Behaviour in school is outstanding. We continue to adhere to our school rules and behaviour policy using this appropriately in the context of Covid19. To support this we have added in key reminders to our rules which are appropriate and the children are guided through these and reminded of them regularly. They are evident in all classrooms.

### Learning in EYFS

Learning in EYFS is different to other parts of school. Despite the new school measures in place, Reception children will still be working towards their Early Learning Goals. Although resources and context may look slightly different, they will still be provided for opportunities to explore and be creative and work within the areas of learning so crucial for this year group. Children in EYFS will still be involved in continuous provision and their classroom will continue to look different to the classrooms in Years 1-6. It is important to remember that children are not always going to social distance, in particular this applies to children in reception.

### Clarification of pick up and drop off

I fully understand that **drop off** and **pick up** from school can be challenging in our new systems. I would like to thank everyone for their calm approach and support with these new procedures.

Having evaluated these procedures during the opening two days of the Autumn term and to further support the smooth running of drop off and pick up of children, please note the below clarification points. I hope these will help everyone feel more confident and ensure everyone's safety.

1. Now the first day of school has passed, please whenever possible only have one adult collecting and accompanying your child/children to reduce numbers of people on the school site.
2. At the end of the school day, please wait in the designated class areas until your child comes out with their class teacher.

3. Please leave via the one way systems and please try not to hold conversations on the yard once you have dropped off or collected your child/children.
4. When waiting on the playground, please ensure social distancing.
5. Please do not bring dogs onto school premises or leave them tethered on the school railings as they slip through onto the yard.

Parents are asked to email in concerns or queries so school can continue to answer concerns, consult with our families and add clarification to any issues.

Please email [bursar@trawden.lancs.sch.uk](mailto:bursar@trawden.lancs.sch.uk)

## Section C

In the event of school closure due to Covid-19, school will continue the education of all children in line with our remote learning policies. These can be accessed by clicking the links below.

**When possible and if required**, school will work within Government guidance to continue to provide care for vulnerable children and children of critical workers as during previous school closure periods. Parents will be sent details of applying for these places upon the event of school closure.