**Staffordshire County Council**

**Education Setting Outbreak Management Plan Template**

**How to use this template**

If there is a case/s of COVID-19 linked to your setting, your setting will have an important role in preventing the spread of transmission and impact on health and wellbeing.

Staffordshire Local Outbreak Control, PHE and DFE all offer support and will work closely to identify what you need to do to protect other people and resume normal activities safely.

This template is designed to help Education and Early Years Settings to plan for and respond to cases and outbreaks of COVID-19 within their facilities or settings, as part of a coordinated response beyond the 19th July and Step 4 of the government road map.



It is important to use this template alongside:

1. Current Government guidance to Educational Settings
2. Your COVID-19 Risk Assessment and infection control measures
3. Any relevant Business Continuity Plans

**Your** ***Outbreak Management Plan* is different to your *COVID-19 Risk Assessment***

* Your *COVID-19 Risk Assessment details* how your setting complies with the minimum standards for managing the risks of COVID-19, to keep employees, pupils and other people within the setting safe.
* Your *Outbreak Management Plan* (this plan) documents your setting’s roles and responsibilities in preparing for and responding to a confirmed case(s) of COVID-19 and Outbreak/In setting transmission within or associated with your setting.
* Some of the activities listed in your *COVID-19 Risk Assessment* will be vital for managing outbreaks, so the two plans are linked.
* Some elements of your Business Continuity Plan may also be relevant especially regarding impact on staffing resources.

Before you start writing your Outbreak Management Plan, read the Government guidance and refresh your Covid-19 Risk assessment.

Also consider the needs and perspectives of diverse groups within your setting. Do you have people in your setting who are at higher risk of severe illness from COVID-19 or who have additional communication needs.

This Outbreak Management Plan template is a guide only. Please modify this template according to the needs and context of your setting.

Remember to keep your Outbreak Management Plan current. Review the plan and test arrangements as the situation evolves. Share and communicate the plan with employees and other relevant stakeholders.

**Setting Name : SS Peter and Paul Catholic Primary School**

**Outbreak Management Plan Version:**

**Date Completed: 22nd November 21 Review Date: January 22**

**Plan Owner: Claire Faulkner**

**Context**

**Aim of COVID-19 Case and Outbreak Management Plan**

The aim of COVID-19 case and outbreak management is to:

* prevent the spread of COVID-19 within the setting or/and manage impact of community transmission impacting on the setting.
* minimise the impact of COVID-19 on staff, pupils, other key stakeholders.

**Objectives of Outbreak Management Plans**

The objective of outbreak management planning is to document the activities you will undertake in preparing for and responding to a single or multiple cases of COVID-19 within the setting. What actions and controls will be stepped up and stepped back down at relevant points in responding to and recovering from an outbreak.

The setting will step up and step back down the response measures according to the level of risk, effectiveness of response measures and availability of resources, in close collaboration with Local Outbreak Control Team, Public Health England and DFE.

**Scope**

* *School is mixed age classes and has 5 classes*. Two classes share each set of toilets. 131 pupils on roll
* *There is a school nursery with two classes and 31 on roll. The nursery shares the same unit as the reception class.*

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| **In scope of this Plan** | **Out of scope of this Plan** |
| Management of COVID-19 outbreaks at any of the following settings:   * SS Peter and Paul Catholic Primary * *SS Peter and Paul Nursery* | SS Peter and Paul church  Brownies club that uses the school hall |
|  |  |

**Governance**

* Main point of contact for the local outbreak team will be Claire Faulkner 07921265648 or Liz Woolfenden 07590626386 . Both contactable during the day on 01543 226090
* The decision makers and co-ordinators are as above*.*
* Governors committees in particular Finance and buildings committee which looks at health and safety.
* Claire Faulkner, Liz Woolfenden, Sarah Blamire, Simon Alexander, Ben Adams (COG) would form the internal outbreak response team
* Claire Faulkner and Liz Woolfenden would represent the setting in a management team meeting.

**Related resources**

Covid 19 Risk Assessment

Business continuity plan

**Key Stakeholders**

*Staff, pupils, parents, governors, volunteers and visitors.*

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| --- | --- |
| Key stakeholder | Role for outbreak management |
| Staff (includes employees, and volunteers) | * To follow instructions from senior staff in response to the outbreak- this may mean working remotely or class isolation. |
| Pupils | * To follow instructions from staff |
| Parents/carers | * To ensure children do not attend school if the have Covid-19 symptoms and to test where appropriate, informing school of test results. * To wear masks in school |
| Visitors | * To sanitise hands and wear face masks. To not enter the building if they have symptoms. |
| Contractors and delivery personnel | * To sanitise hands and wear face masks. To not enter the building if they have symptoms. |
| Where to seek Local Outbreak Advice | * LA Local Outbreak Control Team /PHE/DFE Helpline available to support with advice and guidance when there is a confirmed case(s) associated with the Setting. * Advises our setting on actions we need to take to protect others and stop the spread of illness, including infection prevention and control measures. * Leads contact tracing (identifying persons in close contact with the confirmed case during their infectious period). * Activates and leads the outbreak management coordination team. * Determines when the outbreak is over. |
| Other relevant stakeholders | * Governors who visit school from time to time will follow procedures of visitors and help with the internal outbreak response decision making |

**Communications**

For consistency and accuracy of messages, and as part of the coordinated response, communications activities will be coordinated by the setting with support from LA local outbreak control team/PHE or DFE in close liaison with the setting outbreak management coordination team.

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| --- | --- | --- | --- |
| Key stakeholder | What they need to know | How we’ll communicate | Contact information |
| Staff (includes employees and volunteers) | * Level of risk, number and location of cases linked to an outbreak * The importance of hand hygiene, respiratory hygiene and physical distancing measures * Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for accessing the setting * Membership of the internal outbreak response team * Arrangements for managing any self isolation requirements * Expectations about not attending work if symptomatic * Changes to staffing/rostering arrangements * Arrangements to support staff health and wellbeing | * Meetings * Staff briefing notes * Text messages * Staff emails * Signage | * All staff have a school email address : their initial and surname followed by:   @st-peter-st-paul.staff.sch.uk   * – use teachers to parents to contact by text |
| Pupils | * The importance of hand hygiene, respiratory hygiene and physical distancing measures | Talking to them – assemblies and in class | Verbally |
| Parents and careers | * Level of risk, number and location of cases linked to an outbreak * The importance of hand hygiene, respiratory hygiene and physical distancing measures * Changes to policies and procedures; outbreak control measures being implemented, including changed arrangements for accessing the setting * Arrangements for managing any self isolation requirements | Text, emails and newsletters | Use teachers to parents app |
| Visitors | * The importance of hand hygiene, respiratory hygiene and physical distancing measures | On arrival or when making their appointment to attend school | Verbally |
| Contractors and delivery personnel *(e.g. cleaners, electricians)* | * The importance of hand hygiene, respiratory hygiene and physical distancing measures only come into school if necessary. | On arrival or when making their appointment to attend school | Verbally |
| Local Outbreak Teams | * Outbreak management risks specific to the setting. * Names and contact details of potential contacts of the confirmed case. | * Email * Telephone * Meetings | [C19LOC.education@staffordshire.gov.uk](mailto:C19LOC.education@staffordshire.gov.uk)  (01785) 854004 |
| GPs/allied health practitioners providing services to people within the setting | *N/A* |  |  |

**Stage 1 – Prevent and Prepare**

| **What do you need to do?** | **How will you do this?** | **Who will do it?** | **When will it happen?** | **What supplies or resources are needed?** | **Other considerations** |
| --- | --- | --- | --- | --- | --- |
| Hygiene and cleanliness | Cleaning of touchpoints regularly, all areas cleaned at the end of each day | All staff | Three times a day | Cleaning supplies | Ordering of supplies to ensure always in school |
| Ventilation | All windows open in classrooms/ hall/ offices | All staff | Through the day when the children are in school | None | Heating must be on in colder months and staff and pupils can wear extra layers |
| Handwashing | Hands washed before eating, after playing outside, visiting the toilet and sneezing/coughing | All stakeholders | Continuous | Tissues, soap, paper towels, hand sanitizer | Control of supplies |
| Limiting contact | Only allowing two classes to have contact with each other in assemblies, playtimes and lunchtimes | All stakeholders | Continuous |  | Staggered lunch and break times and staffing required |

**Stage 2 – Respond**

The response stage is triggered by the identification of one or more cases of COVID-19 within or linked to the setting. The goal is to contain the virus as quickly as possible while providing appropriate care and support to confirmed cases.

*Detail the actions/controls to be taken*

| **What do you need to do?** | **How will you do this?** | **Who will do it?** | **When will it happen?** | **What supplies or resources are needed?** | **Other considerations** |
| --- | --- | --- | --- | --- | --- |
| *Activate the outbreak response team* | *By email and phone* | *Claire Faulkner*  Liz Woolfenden | *Immediately on becoming aware of a confirmed case and every subsequent case* | *None* | *If afterhours, contact all team members by mobile phone* |
| Deep Clean due to positive case in setting | Who informs cleaners | *Office staff* | *Immediately on becoming aware of a confirmed case* | Sanitise all touch surfaces in the classroom |  |
| Isolate class from the rest of the school | Dinners in classroom, Separate area in the playground. No attendance of assemblies or Masses. | Claire Faulkner/ Liz Woolfenden  Sam Williams | When class reached 10% of cohort | None needed | This will need to be reviewed daily |
| Inform parents of the positive case | By email / text | Office staff | Immediately when notified of the case | Email service : teachers to parents | With each new case notify parents and encourage PCR tests of close contacts in class and strongly advise lateral flow tests daily for seven days. |

**Stage 3 – Stand-down**

The stand-down stage is triggered when the outbreak is over, usually 14 days after isolation of the last case. Measures introduced by local Director of Public Health will also be kept under review and should be stood back down when local transmission advice allows.

After standing down, Stage I activities will resume for prevention and preparedness of further outbreaks.

An important activity during the stand-down phase is to evaluate the response and update this plan.

Detail how and when actions taken/ control introduced will be removed

| **What do you need to do?** | **How will you do this?** | **Who will do it?** | **When will it happen?** | **What supplies or resources are needed?** | **Other considerations** |
| --- | --- | --- | --- | --- | --- |
| Evaluate the outbreak | How many cases? Was it confined to one cohort or spread across school?  Triggers? Lessons learned? | CF/LW /BA | 14 days after isolation of last case | Time | *Information to stakeholders?* |
| Review risk assessment | Consider if changes need to be made/ adjustments made to ensure continued good practice | CF/LW | Once evaluation has been completed (within one week) | Time | Share with stakeholders |
| Implement any necessary changes to routines/ practices | Through communication with all stakeholders using email/ text/ newsletters or meetings | CF/LW | Once risk assessment has been reviewed (within one week) | Email and text service |  |
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Supporting Materials

List and add any supporting documents that assist with the plan

Add any contact information needed to implement the plan.