

COVID-19 Outbreak Management Plan



This document complements the Lancashire County Council COVID-19 risk assessment template which is due to be published early September 2021.

Contents

Section A

Introduction

Section B

School restructure and additional measures in case of Covid-19 outbreak

1. Wrap around provision and lunches
2. Class organisation
3. Timetable summary
4. Risk control and procedures
5. Summary of protective measures
6. Emergency procedures
7. Parental key guidance and issues
8. Parent consultation – evaluations, clarifications and updates
9. Drop off and collection procedures

Section C

School Closure in case of Covid-19

Section A

Introduction

In order to prepare for the return of the all children in September 2021, I have prepared this outbreak management plan 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 the whole school of vulnerable children. 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. In the past when I have produced plans, I have responded through a clarification document and published this for parents in the consultation section. 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. School lunches

School lunches will continue to be provided for children but children will move to a pod / bubble area to have their lunch, preventing mixing across the school.

2. Class organisation

We will revert back to whole class groups staying in one bubble and forming a pod.

Elm and Maple Class will form pod 1

Oak and Orchard Class will form pod 2

Staff will be allocated to these pods with the aim to minimise mixing across the pods.

Whilst each class will consist of the same children, staff can move between classes to support them in different ways, but we will minimise this if required. 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 **learning zone**. 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 zone**. Children will not cross into other classes as zones will continue to be clearly marked to play in.

Year 1 / 2	
Class teacher	Mr Holt
Learning zone	Elm Class
Main Play Zone	Main Playground
Main T.A Support	Kathryn Parker and Ellie West
To link as pod with	Maple Class
Entrance and exit point	Side Door from playground
Drop off time	8:45 – 9am
Lunch	12:00 in the shared area
Finish	2:45 – 3pm dependent on taxi location

Year 3 / 4	
Class teacher	Miss Bradbury
Learning zone	Maple Class
Main Play Zone	Main Playground
Main T.A Support	Sue Worthington and Leanne Bzania
Entrance and exit point	Main Entrance to the school
Drop off time	8:45 – 9am
Lunch	12:00 in shared area
Finish	2:45 – 3pm dependent on taxi location

Year 5/6 (Oak Class)	
Class teacher	Mrs Greenwood
Learning zone	Oak Class
Main Play Zone	Main playground
Main T.A Support	Lizzie Glover & Holy Elderton * (Wed,Thur, Fri – Laura Turner)
Entrance and exit point	Red entrance – Main gate and front door
Drop off time	8:45 – 9am
Lunch	12:00 pm in Orchard Class
Finish	2:45 – 3pm dependent on taxi location

Year 5/6 Orchard Class	
Class teacher	Miss Hunter
Learning zone	Orchard Class
Main Play Zone	Main Playground
Main T.A Support	Sara Rossall and Caroline Lowe
Entrance and exit point	FIRE ESCAPE DIRECT TO CLASS – Main gate and front door
Drop off time	8:45 – 9am
Lunch	12:00 pm in Orchard Class
Finish	2:45 – 3pm dependent on taxi location

Drop off and collection of children

Please see section 10 for drop off and collection procedures.

Drop off and Pick up

All children will be dropped off by either LCC transport or their parents. This will be slightly staggered by staff managing arrivals and departures.

Children will enter with staff and exit with staff in an orderly manner, avoiding congestion and crowding.

Parents are requested to remain at 2m distance from staff and wear face coverings (unless exempt), during COVID-19 outbreaks on school premises.

Staff are also required to wear face covering whilst carrying out drop off and pick up duties.

3. Timetable Summary

During a COVID outbreak or if advised to put in additional measures we will stagger departure to 2:45 – 3pm

*Our school day is shortened for children by 15 minutes either at the start or end of the school day for each class to accommodate staggered pick up and drop off points. However, the slightly reduced lunch by 10-15 minutes accommodates this.

Event	Time	Key Details	Further information			
Drop off and entrance to school	Elm and Orchard From 8:45 – 9am	<u>Side Door /</u> From 8:45 – 9am Orchard Class enter via Fire exit to classroom	<ul style="list-style-type: none"> Parents who drop off are required to encourage their child to walk into the building independently so parents can distance from staff etc. If parents / carers need to speak to staff this should be agreed and at a 2m distance with face coverings. <i>Parents/ Carers should not enter the building unless agreed with SLT.</i> If parents are bringing their child into school under an agreed process they should be provided with a room e.g. Pastoral room / HT office so they can be 1:1 with their child and not involve other staff as direct contacts to them. Children are required to walk into their learning zone independently. Children should sanitise hands on arrival and departure. Staff on drop off and pick up duty should wear face masks and remain at a 2m distance from PA's and parents. Staff will chaperone children to their vehicles or parents at the end of the day. 			
	Maple Class and Orchard Class	<u>Main entrance</u> From 8:45 – 9am				
Morning timetable	AM	Morning curriculum Key focus on learning will be as usual in school. <i>*Daily meeting will be held daily in pods.</i>	Teachers will plan for the children using the curriculum in place. In addition, they will be considering home learning, where they left off at school closure for most children and assessment baselines upon return. English, Maths, grammar, phonics and reading will form the large part of the curriculum in the morning and additional lesson time will be used in the afternoon if required for interventions.			
	Breaks staggered Elm and Maple	Staggered breaks twice in the morning.	Morning breaks to be; <ol style="list-style-type: none"> A 10 minute run around the playground 10 minutes IEP social time in agreed space. 			
	Oak and Orchard		<table border="1"> <thead> <tr> <th>Elm and Maple</th> <th>Oak and Orchard</th> </tr> </thead> <tbody> <tr> <td>Break 1 – 10am IEP SOCIAL 11am Break 2 12:30</td> <td>Break 1 10:15 IEP Social 11am Break 2 – 12:45</td> </tr> </tbody> </table>	Elm and Maple	Oak and Orchard	Break 1 – 10am IEP SOCIAL 11am Break 2 12:30
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Break 1 – 10am IEP SOCIAL 11am Break 2 12:30	Break 1 10:15 IEP Social 11am Break 2 – 12:45					

Event	Time	Key Details	Further information
Lunch	Lunch 12:00 – 12:30	The key detail will be where the children are positioned and the staff that are allocated to each class/ pod.	Elm Class and Maple Class These children could be seated in the shared area Key adults allocated to this pod Jane Meacham, Laura Ball Plus, the staff that are working daily within this pod
			Oak and Orchard Class These children can be seated in Orchard Class Key adults allocated to this pod to support lunch service Alison Dodd, Tammy Graham Plus, the staff that are working daily within this pod
Afternoon timetable	Afternoon curriculum 12:40pm – 2:45-3pm	Reading and Wider curriculum project work 1:40pm -3:30 pm	Teachers will continue to deliver the schools wide and balanced curriculum in the afternoons. Details of the school curriculum can be found on school website. Alterations to the curriculum will be led by the teacher after considering home learning and evaluating the needs of the children. The afternoon will start with a guided reading focus as normal.
	Breaks staggered	Staggered break of 15 minutes in the afternoon	Children will have a short break in the afternoon. ADD DETAILS
Leaving at the end of the day	FROM 2:45 – 3pm	Elm – to leave via the Side Door Orchard to leave via the Fire Exit Maple and Oak to leave via the main entrance	A walkie talkie system will be in place as previously. <i>Staff will await the child to be called and then they will chaperone the child to their parent / taxi.</i> <i>This will be staggered</i> <i>Parents / Carers first</i> <i>Lytham children</i> <i>Wyre children</i> <i>Lancaster and Morecambe children</i> <i>Parents are encouraged to leave the site immediately as are taxi and PA's.</i> <i>If transport staff need to speak to SS staff then all parties should be encouraged to wear a face covering and remain at a 2m distance.</i>

4. 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.

Key Government advice on control measure	Key school control measures
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 – outlined in section 6.
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. See behaviour policy.
Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	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. Cleaning procedures monitored at start and end of day and a daily evaluation of cleaning by Headteacher. Additional school closure to be used to deep clean and prepare site.
Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).	Each class is allocated its own learning zone which will remain in place for that class. Playtimes staggered with only one group going into an allocated area. See timetable.
Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective	Daily health and safety check done with A Dodd (Headteacher) D Davies (Health and Safety Officer). These are done before start of school each day to check all aspects outlined in the plan.

Key Government advice on control measure	Key school control measures
measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening.	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 Zone. No need for child movement around school due to self-contained Zones for each pod.
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>Refresh the timetable:</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"> • English – Reading, Writing, Grammar, phonics • Maths <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 zone only requiring to leave their zone for a play time and lunch.</p> <p>Lunch areas will be zoned and children allocated spaces to sit.</p>
Stagger Meeting times	Children will only have meetings in their class / pod.
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 in section 2 and timetables in section 3.
Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.	Different drop off points and times as noted in section 1. Parent guidance in place (see section 8)
Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing.	<p>Classes: Children in classes of their own year group and do not cross into other groups.</p> <p>Toilets: Classes will be allocated a toilet and toilets will be cleaned regular through the day. Only one child at a time will be allowed into the toilet areas.</p>
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.

Key Government advice on control measure	Key school control measures
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 as much as possible 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 as much as possible 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.	Staggered drop off and collection times.
Visitors to school restricted	Please see our school visitor policy

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

1. Social distancing and use of face coverings at arrival and departure times.
2. No parents allowed into school – any queries to be dealt with at drop off with a distance of 2 metre but encouraged via telephone.
3. Strict handwashing procedures upon entry to school and key points.
 - 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
4. All children kept in their allocated classes and play zones to ensure less contact between people in school.
5. Children allocated their own work space and sat next to another child facing a space. These work spaces will be decided at the discretion of the class teacher and where possible will remain the same.
6. Children all allocated with their own resource and work space.
7. Work spaces and key classroom surfaces cleaned regularly throughout day.

8. Cleaning staff and all staff carrying out additional cleaning of key areas throughout the day – additional cleaning of handles and key surfaces.
9. Deep cleaning planned during school breaks and before wider reopening.
10. Audit by SLT of cleaning at start and end of every day with housekeeper and business manager.
11. All children informed of health and safety, school rules and refresh of rules. In particular continued keeping of safe spaces when possible.
12. All children briefed on the **catch it, kill it, bin it** strategy regularly.
13. Tissues available for each child.
14. New bins for each class to have lids on.
15. Unnecessary resources such as soft toys packed away.
16. Play equipment outside to not be used.
17. Play equipment indoors and shared resources used to be cleaned daily.
18. All classrooms have own cleaning equipment allocated to them.
19. First aiders to look after their own class – all classes have a first aider and first aid kit
20. Cleaning staff to be briefed on cleaning procedures and wear gloves for cleaning.
21. Fire drill practised with social distancing measures – children to assembly in play Zones.
22. Clear procedures following government guidance as identified in section 5 should anyone become unwell, show symptoms or is diagnosed. School emergency plan in place.
23. No books and equipment to be sent home or brought into school initially. This will remain under review.

6. 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. See below (a and b)</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	First aider with each class at all times. Paediatric First aider available for EYFS at all times.	Daily review of first aid equipment

7. 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 to the school and will be responded to.
- Additional guidance and parental support will be published as necessary.

8. 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.

Toilet arrangements

With regular cleaning toilets can be used by different children. However, to support this we are continuing to allocate certain toilets areas to certain classes.

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@steppingstones.lancs.sch.uk and we can organise a phone consultation 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 pod 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. 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 zone for their pod.

The vast majority of pupil behaviour in school is outstanding. A small number of children can display very challenging behaviour. Through the pandemic we modified our policy and procedures. When a child presents higher risk behaviours then parental support is crucial in supporting school and preventing exclusion for children presenting a risk to public health e.g. spitting and putting staff at risk. 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.

Learning in Key Stage 1

Learning in KS1 is different to other parts of school, with lots of practical play and development opportunities.

Clarification of pick up and drop off

Stepping Stones staff will manage and co-ordinate **drop off** and **pick up** from school. All teachers will have the children ready to be called from 2:45pm

The walkie talkie system will be put in place. Children should make their way to their exit when called and they will be chaperoned to their taxi / passenger assistant / parent / carer.

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.