# Outbreak Management Plan

**Date first completed:** 1st September 2021

**Review Date:** Last reviewed 6th January 2022

*Further reviews before start of each half-term or following relevant changes to government guidance. Review included changes to requirements around face-coverings, and change in links for information around self-isolation.*

**Plan Owner:** Matthew Bawden

## Context

The aim of this plan is to:

- Prevent the spread of COVID-19, Flu, and Winter Vomiting Virus within the QEGS, and to manage the impact of community transmission upon the setting.
- Minimise impact of COVID-19, Flu, and Winter Vomiting Virus on staff, students, and other stakeholders.

## Objective

This plan documents the activities undertaken in preparation for, and in response to, cases within QEGS. It shows the actions and controls relevant at differing points to responding to, and recovering from, an outbreak.

QEGS 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 Derbyshire ASCH, Public Health England and DFE.

## Scope

This document should be read alongside the QEGS COVID-19 Risk Assessment. The QEGS COVID-19 Risk Assessment represents day-to-day risk management. The QEGS Outbreak Management Plan represents the operational adjustments which may be required in response to an outbreak within school or the community as it affects the school.

## Governance

**Main contact point and Deputy:** Matthew Bawden [Helen Meadows]

**Response Lead and Deputy:** Scott Garrity [Laura Betty]

In the event of an outbreak the relevant authority will contact Scott Garrity, or in his absence Laura Betty, and then Matthew Bawden, or if he is teaching Helen Meadows. Matthew Bawden will then co-ordinate the response with Scott Garrity, or in his absence Laura Betty, and an internal outbreak response team to undertake activities on the ground. This team will be fluid in nature, but may comprise of:

Leadership Team

Caretakers, Janitors & Cleaners

Student Welfare Officer & First Aiders

Admin & Clerical staff

In the event representation is required on a multi-agency Management Team Matthew Bawden will represent QEGS.

**Stage One: Prevent and Prepare**

These are contained within our QEGS COVID-19 Risk Assessment and is shown in Stage One below.

We have chosen to continue with a COVID-19 risk assessment. However, the DfE guidance document 'Health and Safety: Responsibilities and Duties for Schools 19th' [July 2021] states:

*'As COVID-19 becomes a virus that the country learns to live with, the government is moving away from stringent restrictions on everyone's day-to-day lives towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.*

*Therefore, while the government will continue to manage the risk of serious illness from the spread of the virus, schools should consider COVID-19 as one risk amongst others in relation to health and safety risk assessments and managing risk.'*

| Concern | Action | Lead + Staff | Outcomes | Other |
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| **Good hygiene** | All stakeholders should wash their hands regularly with soap and water and/or hand sanitiser | MBA | Less viral spread<br>Less viral spread | |
| | All stakeholders should continue to 'catch it, bin it, kill it' | | | |
| | Most staff will not require PPE beyond what is usually needed for their work.<br><br>Further guidance can be found in 'Use of PPE in Education, Childcare and Children's Social Care Settings' | MBA | PPE worn as required and when needed | PPE available at distributed points around school |
| **Appropriate cleaning regimes** | All frequently touched surfaces should be cleaned twice per day. | PHA | Less viral spread | |
| **Good ventilation** | Occupied areas should be well ventilated and a comfortable teaching environment maintained. This must be a balanced approach. | MBA | Less airborne transmission | Consideration and reporting by staff in occupied areas when they feel there is an issue |
| | Consideration given to improving air flow in all occupied spaces, incl. opening non-fire doors and windows | | | |
| **Follow public health advice on testing, self-isolation** | When an individual develops COVID-19 symptoms or has a positive test:<br>• advise the individual to follow public health advice on when to self-isolate and what to do. | MBA<br>KHO<br>CBR | Restrict spread of COVID-19 | |

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| **and managing cases** | • Send home anyone who develops symptoms of COVID-19 and inform them to follow public health advice: https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/<br>• No one with symptoms should access public transport. Where possible a member of the household should collect symptomatic students.<br>• Anyone awaiting collection should be left in a room on their own [Science Workroom]. A window should be open in the room. Appropriate PPE used if contact is necessary. The room should then be deep cleaned once the person has left. | | | |
| | Asymptomatic Testing:<br>• Anyone attending QEGS should continue to test. This includes attendance during holidays [e.g. Summer School]<br>• Testing Kits will only be provided over holidays for those attending QEGS at those times.<br>• As students will potentially mix with lots of other people over the Christmas break they will receive one in-school test on return.<br>• Students and staff should test twice per week throughout.<br>• QEGS will make available onsite testing for those who cannot test at home [ATS]. | MBA PLs | Virus identified before introduction to school population | |
| | Confirmatory PCR tests:<br>• Symptomatic staff and students with a positive LFT result should isolate in line with Government guidance. They will also need to get a free PCR test to check. While awaiting the result the person should continue to self-isolate.<br>• If the PCR test is taken within two days of the positive LFT, and is negative, this overrides the LFT and the person may return to school unless they have any COVID-19 symptoms.<br>• It is no longer necessary for a member of staff or student to seek a PCR test to confirm | MBA | The correct identification of COVID-19 in the school population and community | |

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| | a positive LFT if they are asymptomatic. Instead they should self isolate. | | | |
| | Clinically Extremely Vulnerable [CEV] staff and students should attend QEGS unless under paediatric or other specialist care and advised not to attend. | MBA | Mindfulness over safety of CEV community | CEV students have a duty to inform PLs of any concerns<br><br>CEV staff have a duty to inform line-managers of any concerns |
| **Face coverings** | We now recommend their use in classrooms or communal areas.<br><br>We continue to recommend their use in enclosed and crowded spaces where we may come into contact with people we do not usually meet.<br><br>This includes public and dedicated school transport. In the case of an outbreak the Director of Public Health may recommend their temporary reintroduction. | MBA<br>SLT | Decrease risk of transmission<br><br>Allayment over any fears around safety in communal areas | Face-coverings remain available to all and are stored at different points around the school site.<br><br>Face-coverings are carried by the lead member of staff on bus-duty at the end of the day. |
| **Contact tracing** | Be ready to work with health protection teams in the case of a local outbreak. In these cases the Director of Public Health may advise the setting to temporarily reintroduce some measures including contact tracing. | MBA | Decrease risk of transmission in school community | |
| **Stakeholder consultation** | Relevant stakeholders updated regularly via bulletins and other forms of communication | MBA | Ensure all in agreement over best practice | Regular meetings with QEGSMAT Health and Safety + Union representation |
| **Staff awareness** | Communicate regularly with staff to make sure all are aware of expectations | | | |
| **Student awareness** | Communicate regularly with students via tutorials and assemblies | MBA<br>PLs | | |
| **Community awareness** | Communicate regularly with community via bulletins and other forms of communication | MBA<br>SGA | | |

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| **Remote education** | Not all people with COVID-19 have symptoms. Those who need to self-isolate should learn from home if well enough.<br><br>If subject to the remote education temporary continuity direction we will provide remote education for all students as required.<br><br>If a student is struggling to return from abroad we will also provide remote education.<br><br>Our remote education will be equivalent in length to that of our core provision.<br><br>There will be reasonable adjustments for QEGS SEND students. | MWA<br>PLs<br>Tutors | Ensure COVID-19 does not remain a barrier to learning | Provision of equipment and resources as necessary<br><br>Training and QA in hybrid and remote learning |
| **Arrangements to support student health and wellbeing** | Laura Betty and the Pastoral Leaders will maintain safe and well checks both onsite [in person] and remotely.<br><br>Free School Meals will be provided as required to those self-isolating during term time. | LBT<br>PLs<br>MBA | Students will be able to focus on learning, and feel they are clearly and expertly supported with their mental and physical health | Mental Health leads will be used to support as needed |
| **Educational visits** | Any visit should have appropriate financial protection.<br><br>All visits must continue to have appropriate risk assessment. | KHO | Trips and visits will be financially secure | |
| **Monitoring effectiveness** | All leaders will monitor the health and safety of their areas in relation to the impact of COVID-19<br><br>MBA will have effective oversight of this process | MBA<br><br>All Leaders | All Leads will have an effective understanding of health and safety as it affects their role<br><br>Health and Safety Lead [MBA] will have effective oversight | |

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| **Currency of advice** | Review every 6 weeks<br><br>Review and revise following updated advice | MBA | All advice will be reviewed every 6 weeks<br><br>MBA to keep aware of advice as it arrives from DfE, PHE and DCC and adjust accordingly | |

**Stage Two: Respond**

This stage is triggered by the identification of the identification of one or more cases 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. It is anticipated that QEGS will frequently function at Stage Two during the pandemic. For this purpose the usual outbreak response team will consist of the Leadership Team and will meet daily.

| Concern | Action | Lead + Staff | When | Resources | Other |
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| Activate Outbreak Response Team | By email and telephone | SGA<br>MBA | Immediate once aware of case | Use admin support | |
| Deep Clean as appropriate | Inform Caretakers in person | MBA | Immediate | Back up with logging on system | |
| | Inform Ethical Cleaning by email | MBA | During day | Back up with email | |
| Make relevant stakeholders aware | By telephone | MBA | As soon as practical | Log with pastoral support | Spreadsheet kept |
| Make external support agencies aware | Phone DfE<br><br>Email Derbyshire ASCH<br><br>Await call from East Midlands Public Health | MBA | Immediate | Log with pastoral support | Spreadsheet kept |
| Review activities | Elimination: stop any activities not considered essential if there are risks attached | MBA<br>LT | As soon as practical | MBA to keep log | Virtual meeting to discuss with affected LT |

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| | Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution. | | Following Elimination stage | | |
| | Engineering controls: design measures that help control or mitigate risk. This may include the need to reintroduce 'bubbles'. | MBA SGA | Alongside Substitution stage | | MBA to ensure all are aware of any changes |
| | Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage). | MBA LT | Immediate following Engineering stage | | Virtual meeting with QEGSMAT H&S Lead |
| | Personal Protective Equipment (PPE): should be used in circumstances where the guidance says it is required. | MBA HBT | As soon as practical | | MBA to ensure all are aware of any changes |

**Stage Three: Stand Down**

This stage is triggered when the outbreak is over. This is considered to be 14 days after the last confirmed case. Measures introduced by the external support agencies will be reviewed and will be stood down when local transmission advice allows.

From this point Stage One activities will resume for preparedness and prevention of further outbreaks.

| Concern | Action | Lead + Staff | When | Resources | Other |
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| Inform all stakeholders of return to Stage One | Review by Leadership Team<br><br>Inform via bulletin, emails and other forms of communication | MBA<br>SGA<br>LT<br>PLs | Within 2 working days of being informed by PHE | | Checklist of stakeholders, and who will contact them |
| Evaluate the Stage Two response | Detailed QA of Stage Two Response via walk-throughs and virtual meetings as required | MBA<br>SGA<br>HBT | Within 7 working days of standing down from Stage Two | | |
| Revise the Stage Two response | Re-writing of this document<br><br>Communication of any changes to relevant stakeholders | MBA<br>HBT | Within 5 working days of Stage Two | This document and associated links below | |

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| | Training offered as required | | Evaluation above | | |

**Supporting Materials**

QEGS COVID-19 risk assessment [included as Stage One above]

DfE Guidance documentation:

- Schools COVID-19 Operational Guidance 19th July 2021 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#risk-assessment
- Actions for Schools during a Coronavirus Outbreak 27th August 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak
- Health and Safety: Responsibilities and Duties for Schools 19th July 2021 https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools
- Use of PPE in Education, Childcare and Children's Social Care Settings. 20th July 2021 https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care
- COVID-19: cleaning of non-healthcare settings outside the home 19th July 2021 https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings
- When to Self-isolate and What To Do. NHS https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/
- Symptoms of COVID-19 NHS https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/
- School Transport DCC documentation: https://www.derbyshire.gov.uk/education/schools/your-child-at-school/travel/guidance-for-operators-and-schools/guidance-for-school-transport-operators-and-schools.aspx