

## Model contingency plan for any potential future outbreak

*drawing on current government guidance and current planning in East Sussex schools*

This model document is designed to support the school achieving the objectives of contingency planning as outlined on page 66 of the DfE's [Actions for schools during the Coronavirus Outbreak](#). It is being kept under review as updated guidance is published by the government and Public Health England and it is complemented by the latest **East Sussex model Risk Assessment** (See *ESCC Schools Message Board*)

**School/Academy Name:**

**Headteacher:**

**Chair of Governors:**

**Date:**

### COVID-19

*If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.*

#### **Suspected cases:**

- If anyone (staff or pupil) becomes unwell with any of the following: (i) a new continuous cough, (ii) a high temperature, or (iii) a loss or change in their sense of smell or taste (anosmia) they will be sent home.
- The school expects that they will self-isolate for at least 10 days, book a test and engage with the NHS Test and Trace process in line with current guidance.

#### **Confirmed cases:**

- **If there is an outbreak in the school (14 or more cases)**, the school will contact Public Health England (PHE) if they would like support and take actions following the guidance of the PHE Health Protection Team.
- The school will alert the local authority to a confirmed case by e-mailing [COVID19.SchoolsInformation@eastsussex.gov.uk](mailto:COVID19.SchoolsInformation@eastsussex.gov.uk)

## Section A – Ensuring school is prepared for a potential outbreak

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
1	<b>Keeping leaders and governors up to date with government guidance and advice</b>	<ul style="list-style-type: none"> <li>DfE guidance and resources and PHE advice are being updated regularly. Lisa Pestell will update the Chair of Governors by forwarding Covid19 updates from the government and from east Sussex.</li> <li>Lisa Pestell will Review Risk Assessments regularly and update as necessary.</li> <li>Ensure that any necessary updates are made to published information regarding remote education</li> <li><a href="#">Be familiar with the East Sussex Control Plan for COVID-19</a></li> <li>Ensure that a contingency plan exists and has been checked for how the school would operate if there was an outbreak in the school or local area</li> </ul>		Lisa Pestell	01.09.21	<p>The DfE latest documents and guidance webpage is updated regularly: <a href="#">DfE Latest Documents</a></p> <p>See expectations of schools in: <a href="#">Actions for schools during the Coronavirus Outbreak</a></p> <p>Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described here in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will take decisions on an area-by-area basis.</p>
2	<b>Ensure control measures are in place to avoid school or local</b>	<p>Now that social distancing and bubbles are no longer recommended in schools, ensure the following measures are adhered to:</p> <p><b>Hand hygiene:</b></p> <p>Frequent and thorough hand cleaning is regular practice.</p>		Lisa Pestell Jeff Lyons	01.09.21	<p>Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <a href="#">COVID-19: cleaning of non-healthcare settings outside the home</a> which should be followed in the event of a suspected or</p>

	<b>outbreaks</b>	<p>The school ensures that pupils clean their hands regularly with soap and water or hand sanitiser.</p> <p>Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <p><b>Respiratory hygiene:</b></p> <p>The 'catch it, bin it, kill it' approach continues to be adhered to in school.</p> <p><b>Cleaning:</b></p> <p>Areas and equipment are cleaned regularly with a particular focus on frequently touched surfaces</p> <p><b>Ventilation:</b></p> <p>The school will be well ventilated and windows and doors opened to create air flow.</p> <p>Any poorly ventilated spaces will be identified in the risk assessment and steps taken to improve fresh air low in these areas, giving particular consideration to when holding events where visitors such as parents are on site.</p> <p>Adjust any mechanical ventilation systems to increase the ventilation rate where possible.</p>				<b>confirmed case</b>
3	<b>Reintroduce asymptomatic testing sites (ATS) if this is</b>	<p>Communicate clearly to staff if there is a need to increase the use of home testing by staff, pupils and students in secondary schools and colleges.</p> <p>Consider how ATS could be implemented in a way that does not negatively impact on the education they provide to the pupils</p>	Not applicable- Framfield is a primary school			

	advised for settings in the area					
4	<b>Possible attendance restrictions</b>	<p>High-quality remote education should be provided for all pupils or students not attending.</p> <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.</p> <p>Speak with parents to ensure lists of priority groups are up to date (CiN, CP plan, CLA, otherwise vulnerable, EHCP and the children of critical workers so that they can be invited to continue attending school in the case of a closure</p> <p><i>Early years settings</i> If attendance restrictions are needed, vulnerable children and children of critical workers should be allowed to attend.</p> <p><i>Primary schools</i> If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.</p> <p><i>Out-of-school settings and wraparound childcare</i> 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.</p>	Lisa Pestell to draw up a list of priority students that would be contacted in the event of a school, closure. Including EHCP pupils and other vulnerable students and those with safeguarding concerns.	Lisa Pestell	01.09.21	<p>Attendance restrictions should only ever be considered as a last resort. in extreme circumstances and as a last resort.</p> <p>If attendance restrictions are advised across an area, the government will publish detailed operational guidance for settings.</p> <p>Early years and primary settings should be prioritised to continue to operate as normal. 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.</p> <p>Full detail on remote education expectations and the support available to schools, colleges and FE providers is available</p>

		<p>Where vulnerable children and young people are absent, education settings should:</p> <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> <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, as required, and regularly check if they are doing so</li> </ul>	<p>Framfield does not currently have any pupils on role who are vulnerable or clinically vulnerable. All pupils are expected to attend from the first day back.</p>	<p>Lisa Pestell</p>		<p>at <a href="#">Get help with remote education</a>.</p>
5	Staffing	<ul style="list-style-type: none"> <li>• If supply staff are in school to cover teacher absence, communicate expectations if the school was to close</li> <li>• Put plans in place for how staff will work with the children of critical workers and vulnerable pupils in the case of a school closure</li> <li>• Consider different staffing scenarios.</li> <li>• Update staff/governors accordingly.</li> <li>• Ensure that risk assessments, plans and provision for individuals (staff and/or pupils) who are classified as <b>clinically vulnerable</b> or <b>clinically extremely vulnerable</b> are in line with the latest guidance</li> <li>• Regularly update the school staffing audit as situations may change</li> <li>• Revise school induction programme to ensure NQTs / new staff are informed of expectations and processes</li> </ul>	<p>If school should close, class teachers would work from home. Support staff would cover in classes for vulnerable pupils and pupils with critical worker parents. An additional member of staff will need to be in Peacocks class to support a child with significant needs.</p>	<p>Lisa Pestell</p>	<p>09.09.21</p>	<p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</p>

		<p>should a local outbreak occur</p> <ul style="list-style-type: none"> <li>Have clear processes in place for in school and remote education should a member of staff have a positive result from the PCR home tests. Consider how the workload could be shared if teachers are unable to educate remotely</li> </ul>	<p>NO NQTs this year but Kelcie should be getting additional support as there is extra government funding this year. A programme of support would continue but be revised to work with the restrictions.</p> <p>Should a teacher test positive, they would continue to pan and teach from home (if well enough to do so) whilst the classroom was supervised by a member of the support team. This member of staff would be rotated over the period of absence.</p>	<p>Lisa Pestell</p> <p>Lisa Pestell</p>	<p>Within a week of school closures.</p> <p>09.09.21</p>	
6	<b>Infection prevention and control in the case of an outbreak</b>	<p>Be prepared that, if there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p> <p>If it becomes necessary to reintroduce 'bubbles' for a temporary period, the school should have a plan in place to quickly and efficiently reduce mixing between groups, including communication to parents prepared.</p>	<p>If advised to resume bubbles, the school will revert to the previous plan, with class bubbles.</p>	<p>Lisa Pestell</p>	<p>At the point school is advised.</p>	<p>The government no longer recommends that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn</p>

		<p>The use of face coverings should be balanced with the benefits in managing transmission.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.</p> <p>NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact. Ensure the staffs are prepared to advise parents that children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. However, they should be encouraged to take a PCR test if advised to do so.</p> <p>Be prepared to take action in case schools are advised to limit residential educational visits – communication should be quickly sent to parents and any insurance investigated</p> <p>Be prepared to take action if the school is advised to limit open days, transition or taster days by discussing in advance how this will be communicated, when and by whom.</p> <p>Be prepared to take action if the school is advised to limit parental attendance in settlings or performances by discussing in advance how this will be communicated, when and by whom and if there are alternative ways to share the experience with parents and carers.</p> <p>If a parent or carer insists on a pupil with symptoms attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully</p>	<p>If advised to do so, face coverings will be reintroduced for confined spaces (including the corridors and the office).</p> <p>No pupils or staff at Framfield relies on lip reading but one parent does. Lisa Pestell to aware that all staff is aware of this when communicating with her.</p> <p>Years 6 are due to attend PGL in July 2022.</p> <p>Lisa Pestell will notify parents via letter ASAP.</p> <p>This will be made on a case by case basis, reviewing all of the evidence.</p>	<p>Lisa Pestell</p> <p>Lisa Pestell</p> <p>Lisa Pestell</p> <p>Lisa Pestell</p>	<p>At the point school is advised.</p> <p>At the point school is advised.</p> <p>At the point school is advised.</p> <p>At the point school is</p>	<p>term.</p> <p>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.</p> <p>Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</p>
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		considered in light of all the circumstances and current public health advice.			advised.	
7	<b>Communicating with External contractors in the event of an outbreak</b>	<p>If the school closes, contact any external contractors who will be affected:</p> <ul style="list-style-type: none"> <li>Contact the school meal service provider (if appropriate)</li> <li>Contact fruit provider (if appropriate)</li> <li>Contact milk provider (if appropriate)</li> <li>Contact regular visitors (as appropriate)</li> <li>Update governors accordingly</li> </ul> <p>There may be individuals working in schools, such as supply staff, where when asked to self-isolate, are unable to work from home and will lose income as a result of self-isolating.</p> <p>These individuals may be entitled to a Test and Trace Support Payment of £500, payable as a lump sum from local authorities, to ensure they are able to play their part in controlling the virus by isolating at home.</p>	<p>Hollie Fisk or Emma Doherty will notify the contractors.</p> <p>Lisa Pestell will notify the Governors.</p>	Hollie Fisk Lisa Pestell	As soon as advised that school should close (same day or if after school hours, the following day)	
8	<b>School meals</b>	<p>Ensure you continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.</p> <p>Continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, the national voucher scheme will be in place.</p> <p>Families in need of support during school holidays should</p>	<p>School meals will resume as packed lunch option from Chartwell. Free school meals pupils educating from home will be provided with vouchers.</p> <p>Parents will be</p>	Lisa Pestell  Hollie Fisk or	At the point school is advised.	Should no changes be recommended then ensure that the school continues to follow the guidance on <a href="#">supporting children eligible for free schools meals</a>



	contact their local authority in order to access help through the Covid Winter Grant Scheme.	advised by the school and signposted.	Emma Doherty		
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## A2: Curriculum planning

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
9	<b>Review school plans for immediate remote learning provision should an outbreak lead to a school closure</b>	<p>Consider options to ensure teachers are able to manage a workload comprising live and remote teaching if a small number of pupils need to isolate</p> <p>Share amongst staff what has worked well so far so that this process can be fine-tuned or continued</p> <p>In developing these contingency plans, schools should:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</li> <li>• give access to high quality remote education resources</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to</li> </ul>	<p>For small groups of pupils or individuals isolating, parents will be signposted to oak Academy resources. Work will be added to spelling shed and Mathematics.</p> <p>If a whole class is sent home or the school is closed the previous arrangement will resume, with KS1 and EYFS learning posted online. This will include a minimum of one live lesson per day. KS2 pupils will be taught via google classrooms with a minimum of 2 live lessons each day.</p> <p>Lap top computers will be made available to pupils</p>	Lisa Pestell	Within a day of closure	The expectations for remote education are set out in the <a href="#">schools coronavirus (COVID-19) operational guidance</a> . Further support and information for teachers and leaders can be found on <a href="#">Get help with remote education</a> .

		<p>access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum. so that pupils with SEND can successfully access remote education alongside their peers.</p> <p>Agree these principles with governors and then share any outline plans / expectations with staff, parents and pupils.</p> <p>Provision of hard copy resources for pupils who don't have IT access</p> <p>Review DfE guidance : <a href="#">Get help with technology during coronavirus</a></p>	<p>who require them.</p> <p>SEND pupils in KS2 will be invited to attend school of they are not able to access the learning.</p>	<p>Lisa Pestell</p>	<p>Shared with Govs 31.08.21</p> <p>Shared with staff during staff meetings week 1. Letter to parents by end of week 2.</p>	
10	<p><b>Planning to reduce pupil, staff and parental anxiety in the case of further outbreaks</b></p>	<p>Be aware that the level of anxiety and trauma that some may feel may be more severe than September and this may worsen if further outbreaks and restrictions occur</p> <p>Identify any newly vulnerable pupils who may need support if they are required to work from home</p> <p>Share the '<a href="#">Every interaction matters</a>' webinar with staff</p> <p>Work with school nurses, where they are in place, to ensure delivery of the <a href="#">healthy child programme</a> (which includes immunisation)</p> <p>Reflect on how well the school managed wellbeing calls and check ins for pupils during the previous lockdowns and be prepared to</p>	<p>Identify pupils in new reception class with help of reception teacher.</p> <p>Lisa Pestell to make a list of families to contact and the most suitable member of staff to contact.</p>	<p>Lisa Pestell DSL and Sophie Levey SENC O</p>	<p>By end of week 2.</p>	

		<p>continue in the case of further outbreaks and closures</p> <p>NHS mental health services have remained open, and schools should still refer to their local NHS children and young people's mental health service.</p> <p>DfE, Public Health England and NHS England have also recorded a free webinar for school and college staff which sets out how they can support their pupils and students. A recording of this is available here: <a href="#">View webinar</a></p> <p>Ensure teachers know they can access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement.</p> <p>Remind teachers that MindEd have developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</p> <p>Public Health England has produced guidance for parents and carers on <a href="#">supporting children and young people's mental health and wellbeing</a>. This includes key actions they can take to support their child or young person's mental health and wellbeing during the pandemic</p>	<p>All staff to use the webinar.</p> <p>This document has been withdrawn; Lisa Pestell will look out for new documents, should they be required.</p>	<p>Lisa Pestell</p> <p>Lisa Pestell</p> <p>Lisa Pestell</p>	<p>As soon as advised about closures.</p>	
11	<b>Maintaining accurate attendance records</b>	<p>Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during a national lockdown period. Absence will not be penalised.</p> <p>Parents whose work is critical to the coronavirus</p>		<p>Hollie Fisk</p> <p>Emma Doherty</p>	<p>As soon as school is closed for pupils.</p>	<p><a href="#">Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></p>

	<p>(COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Parents should try to keep their children at home if possible.</p> <p>In the case of further closures, schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.</p> <p>Vulnerable children and young people who have not attended their setting following the introduction of national restrictions can revisit that decision at any point in time and parents, carers and young people should talk to their education setting and social worker (if they have one) if they wish to do so. Education settings should also continue to encourage vulnerable children to attend and review whether there are other children and young people who might be newly vulnerable and benefit from on-site attendance.</p> <p>The Department expects schools to grant applications for leave of absence given the exceptional circumstances.</p> <p>Review any <a href="#">attendance updates</a> should there be school closures</p>	<p>Because the school is small, the critical workers are known. Headteacher will send a letter home explaining who is a critical worker but requesting that they keep their child at home if possible.</p> <p>SENCO will regularly (min of fortnightly) communicate with parents of children for whom this applies.</p>	<p>Lisa Pestell</p> <p>Lisa Pestell</p> <p>Sophie Levey</p> <p>Hollie Fisk and Emma Doherty</p>	<p>As soon as school is advised of closure.</p> <p>As soon as school is advised of closure.</p> <p>As soon as school is advised of closure.</p>	
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	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
12	<b>Revise risk assessment(s) as necessary</b>	<ul style="list-style-type: none"> <li>Ensure the school’s COVID19 Risk Assessment is regularly reviewed and updated to reflect any advice / guidance from the government/PHE.</li> <li>Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc.</li> <li>Review the ESCC model risk assessment for asymptomatic testing of school staff and localise as appropriate.</li> <li>The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus which will support local risk assessments and provides guidance for first aiders</li> <li>Ensure that measures being put in place are explained to staff and involve staff in the process to support wellbeing</li> </ul>	Framfield has 3 trained first aiders in school. Headteacher would ensure that at least one was present in the school.	Lisa Pestell		<a href="#">Actions for schools during the Coronavirus Outbreak</a>  <a href="#">Health and safety advice for schools</a> <b>East Sussex model Risk Assessment (See ESCC Schools Message Board)</b>  <i>Model first aid risk assessment is available on the H&amp;S pages on Webshop.</i>
13	<b>Site</b> Prepare the site for re-opening as well as for future partial or full closure at the direction of PHE	<ul style="list-style-type: none"> <li>Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines</li> <li>School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser</li> <li>Contact contractors and inform them of the closure details and any arrangements on site including social distancing.</li> <li>Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending.</li> <li>Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire etc.</li> <li>Before the school fully re-opens after a closure, review whether there is a need to</li> </ul>		Lisa Pestell           Jeff Lyons	Before school re-opens	<a href="#">Schools coronavirus operational guidance</a>  Good ventilation is essential at all times in classrooms and particularly during this period. <a href="#">HSE guidance on ventilation and air conditioning</a>

		<p>recommission all systems before the full opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</p> <ul style="list-style-type: none"> <li>• Before the school fully re-opens after a closure, check all systems are fully working and operating as normal, especially buildings which have been unoccupied.</li> <li>• Before the school fully re-opens after a closure, check your fire safety systems including making sure: your fire alarm system and emergency lights are operational, and all fire doors are operational.</li> </ul>		<p>Jeff Lyons</p> <p>Jeff Lyons</p> <p>Jeff Lyons</p>		
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**B4: Safeguarding**

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
14	<b>Safeguarding (including online safety) during the outbreak</b>	<ul style="list-style-type: none"> <li>• Review the child protection policy so that it reflects the updated guidance</li> <li>• Ensure adherence to statutory duties as outlined in KCSIE 2020</li> <li>• Update Code of Conduct for staff to include COVID-19 issues</li> <li>• Ensure suitably trained people are onsite</li> <li>• Review online safety considerations in and out of school</li> <li>• Ask visitors to assess themselves in terms of having any symptoms of COVID-19 before coming into the school</li> <li>• Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other</li> </ul>	<p>Either Lisa Pestell or Nicky Kent on site. In the event that they were either isolating or ill, Graham Sullivan would cover as DSL.</p>	<p>Lisa Pestell and Nicky Kent</p>		<p>Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, <a href="#">keeping children safe in education</a></p>

		<p>settings.</p> <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools 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 school 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 schools (who should be available to be contacted via phone or online video)</li> </ul> <p>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.</p>				
15	<p><b>Support for vulnerable families and members of the community at higher risk</b></p> <p>Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak</p>	<ul style="list-style-type: none"> <li>• Regular telephone calls to families</li> <li>• Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate.</li> <li>• Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community</li> <li>• Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents.</li> <li>• Update the website as applicable.</li> <li>• Brief staff to be alert to signs of poor welfare, poor mental health or neglect that may escalate during any additional school closures and agree referral route to DSL team.</li> </ul> <p>If vulnerable children and young people do not attend, schools should:</p>	<p>Families that are a safeguarding concern will be encouraged to attend if that is possible for the school. If not, they will be contacted regularly (this will depend upon the level of risk as assessed by DSL)</p>	Lisa Pestell	As soon as schools close.	<p>TES article on how to support disadvantaged families: <a href="https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families">https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</a></p> <p>ISEND guidance: (Supporting Pupils with SEND to return to School) <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> <p><a href="#">PHE's review of the impact of Covid-19 on BAME groups</a> identified "There is an association between belonging to some ethnic groups and the</p>

		<ul style="list-style-type: none"> <li>• work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests</li> <li>• work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate</li> </ul>				<p><i>likelihood of testing positive and dying with COVID-19"...</i> <i>"Longstanding inequalities have been exacerbated by COVID-19"</i></p> <p>BAMEed's resources <a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p>
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