

COVID-19 Response Plan

For Schools



## How to avoid catching or spreading coronavirus

### Do

* wash your hands with soap and water often – do this for at least 20 seconds
* pupils, students, staff and visitors should wash their hands:
	+ before leaving home
	+ on arrival at school
	+ after using the toilet
	+ after breaks and sporting activities
	+ before food preparation
	+ before eating any food, including snacks
	+ before leaving school
* use hand sanitiser gel if soap and water are not available
* cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
* put used tissues in the bin straight away and wash your hands afterwards
* try to avoid close contact with people who are unwell
* clean and disinfect frequently touched objects and surfaces

### Don't

* do not touch your eyes, nose or mouth if your hands are not clean

**Plan Sections**

1. Co-ordination
2. Business Continuity
3. Communications
4. Record Keeping
5. Media Management
6. Welfare
7. Educational Visits
8. Resources
9. Safeguarding Vulnerable Children
10. Young Carers

## Coronavirus (COVID-19) Response Plan for Schools

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| **Ref’** | **1. Co-ordination**  | **Tick / sign / time** |
| C1 | Establish a basic overview of the situation. Follow national guidance:* NHS information on coronavirus - <https://www.nhs.uk/conditions/coronavirus-covid-19/>
* Public Health England (PHE) guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
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| C2 | Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:* Business recovery (Add name)
* Communications (Add name)
* Log-keeping (Add name)
* Media management (Add name)
* Resources (Add name)
* Welfare (Add name)
 |  |
| C3 | Remember to:* Allocate tasks amongst the SEMT
* Ensure that staff are clear about their designated responsibilities
* Establish the location and frequency of SEMT / staff briefings
* Ask staff to maintain a log of actions made and decisions taken
* Assign a log-keeper to provide administrative / secretarial support
* Co-ordinate all actions
* Resolve any complications or difficulties that arise
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| C4 | Ensure all staff are briefed on the updated situation on a daily basis. |  |
| C5 | Work closely with other organisations (e.g. PHE, NHS, local authority) as required. Provide accurate and factual information to those requesting it regarding any:* Staff or pupils self-isolating following signs of infection;
* Confirmed outbreaks in staff or pupils.
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| C6 | Following national guidance, ensure that regular briefings are given to:* Staff
* Pupils
* Parents/carers
* Governors
* Extended services
 |  |
| C7 | Check that everyone who should have been notified of an outbreak or school closure has been informed (including other site users). |  |
| C8 | In the event of a fatality, seek advice from the local authority’s Executive Director of Children’s Services and Director of Public Health. |  |
| C9 | Seek advice on legal and insurance issues, if appropriate.* Maintained schools – insurance@shropshire.gov.uk
* Academy Schools – insert name of insurance contact
 |  |
| C10 | Arrange a debrief for school staff involved in the response. |  |
| C11 | Ensure school is represented at other debriefs which may take place. |  |
| C12 | Contact the headteachers of schools where siblings of pupils are to inform them of any outbreak or school closure. Schools to be contacted:* Add school, contact and name of sibling
* Add school, contact and name of sibling
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| **Ref’** | **2. Business Continuity** | **Tick / sign / time** |
| BC1 | Assess the nature of the incident, e.g.:* Coronavirus (COVID-19)
* Denial of access to school (*refer to your school’s Emergency Response & Business Recovery Plan Business Impact Analysis)* and guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
* Lack of personnel (*refer to your schools Emergency Response & Business Recovery Plan Business Impact Analysis)*
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| BC2 | Establish how long the incident/disruption may last.* NHS information on coronavirus - <https://www.nhs.uk/conditions/coronavirus-covid-19/>
* Public Health England guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
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| BC3 | Where possible order infection control supplies and increase the cleaning regime. Information is available here:* Public Health England guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
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| BC4 | Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.* Add in nature of extended service and contact details
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| BC5 | Ensure important documentation and records required to be referred to during any closure are available to SEMT members and held securely on encrypted devices or memory sticks. |  |
| BC5 | Minimise any disruption to the provision of education. Put arrangements in place following national guidance, to maintain normal school routines (e.g. teaching, exams) wherever possible. |  |
| BC6 | Ensure staff, pupils and parents/carers are informed of any changes to the school routine, i.e. potential closures. |  |
| BC7 | Put in place arrangements for remote learning, if necessary and possible. |  |

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| **Ref’** | **3. Communications**  | **Tick / sign / time** |
| CO1 | Refer to national guidance to answer frequently asked questions from parents/carers. Ensure that this information is checked regularly as it is subject to change on a daily basis.* NHS information on coronavirus - <https://www.nhs.uk/conditions/coronavirus-covid-19/>
* Public Health England guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
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| CO2 | Ensure accurate and proportionate information is regularly provided to:* Pupils
* Parents/carers
* Governors
* Extended services
 |  |
| CO3 | Consider the most effective arrangements for contacting pupils and parents/carers. Ensure that records of communications made to parents/carers are maintained. This could include information on:* Any change in school circumstances
* How their child/children may be involved
* The actions taken to support those involved
* Who to contact if they have any concerns or queries
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| CO4 | Record a new message on the school answer phone if a closure takes place informing callers that the school is closed.  |  |
| CO5 | In the event of an outbreak and/or school closure, liaise the local authority’s customer service centre who have a helpline for enquiries from the public. |  |
| CO6 | Identify any alternative language requirements and ensure communications are provided appropriately. |  |
| CO7 | Check that any information in the public domain (e.g. school website) is accurate and up-to-date. |  |

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| **Ref’** | **4. Record-Keeping**  | **Tick / sign / time** |
| RK1 | Keep a log of important information, actions taken and decisions made. |  |
| RK2 | Keep accurate records of anyone (staff or pupils):* Staff/pupils who are self-isolating
* Staff/pupils currently off sick with coronavirus symptoms
* Staff/pupils who have returned to school following the illness
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| RK3 | Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry) |  |

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| **Ref’** | **5. Media Management**  | **Tick / sign / time** |
| M1 | Seek support from other organisations (e.g. local authority, PHE) in responding to any media requests. |  |
| M2 | In collaboration with the local authority and other responding agencies/ organisations, develop a brief factual media statement (designed to provide reassurance) on behalf of the school. On-going updates should be developed and compiled throughout any outbreak or school closure in the same way. |  |
| M3 | Arrange for an appropriate member of staff to act as a spokesperson, if necessary in liaison with the local authority. |  |
| M4 | Be prepared to be interviewed by the media and agree media messages with your local authority’s Executive Director of Children’s Services and Director of Public Health (r*efer to C2 above).* Ensure each message conveys an accurate, consistent and reassuring message |  |
| M5 | Advise staff on where to direct media enquiries. Ask staff, pupils and parents/carers to avoid speculation when talking to the media or when posting on social media. |  |

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| **Ref’** | **6. Welfare**  | **Tick / sign / time** |
| W1 | Identify pupils who may be at greater risk (i.e. underlying medical conditions). |  |
| W2 | Establish arrangements to meet the welfare needs of pupils, staff, parents/carers, visitors and responders. |  |
| W3 | Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.  |  |
| W4 | In groups as small as practicable, inform pupils about any changes in the school’s circumstances and consider the best way to convey news. In the event of a loss of a member of the school community, consider seeking support from educational psychologists about the best way to inform and support pupils. |  |
| W5 | Where possible, every child’s welfare should be checked before they leave school. |  |
| W6 | Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. |  |
| W7 | *Please refer to appendix 1 of the schools Emergency Response & Business Recovery Plan for information on welfare arrangements and post incident support.* |  |

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| **Ref’** | **7. Educational Visits** | **Tick / sign / time** |
| E1 | Inform relevant services of any pupils or staff showing signs of illness and follow advice provided:* NHS information on coronavirus - <https://www.nhs.uk/conditions/coronavirus-covid-19/>
* Public Health England guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
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| E2 | Contact the headteacher (or nominated emergency contact) to ask for support (*insert name)*. Remember to clarify international dialling codes if abroad. |  |
| E3 | Provide an accurate and factual, overview of the situation.  |  |
| E4 | Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents/carers have been notified. |  |
| E5 | Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from local authority or PHE. Devise an ongoing strategy for dealing with media requests.  |  |
| E6 | Establish arrangements to meet the immediate welfare needs of pupils and staff. |  |
| E7 | Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult/pupil ratio. |  |
| E8 | Keep a log of important information, actions taken and decisions made. |  |
| E9 | Remember to retain any important items/documents e.g.:* Contact details
* Consent forms (including medical and next-of-kin details)
* Tickets
* Insurance policies
* Proof of identity
* Passports (if abroad)
 |  |
| E10 | Avoid making comments to the media until relevant authorities (PHE, local authority etc) and parents/carers have been informed. |  |
| E11 | Monitor and reassure other pupils and staff and follow all professional and national guidance provided. |  |
| E12 | Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents/carers and reuniting them with their children. |  |
| E12 | Liaise with the tour operator/provider, if appropriate. |  |
| E13 | If abroad, contact the Foreign & Commonwealth Office for support. |  |
| E14 | Seek insurance/legal advice regarding medical treatment of staff/ pupils affected. |  |
| E15 | Retain any receipts/documentation for insurance purposes. e.g.:* Records of expenditure
* Medical certificates/hospital admission forms
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| E16 | Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones and, in particular, social media). |  |

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| **Ref’** | **8. Resources**  | **Tick / sign / time** |
| R1 | Prior to any re-opening of the school following a closure, ensure a thorough clean has been undertaken to reduce the risk of further outbreaks. For information please refer to:* Public Health England guidance for educational settings - <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
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| **Ref’** | **9. Safeguarding Vulnerable Children**  | **Tick / sign / time** |
| SVC1 | Identify all vulnerable children within your school community who:* Are on a Child Protection Plan
* Have a Children in Need Plan
* Are considered vulnerable because of home circumstance or poverty
 |  |
| SVC2 | If your school is closing identify a lead person (Teacher/TA) to make regular contact during the week with the child/ren during the school closure  |  |
| SVC3 | If you have any concerns ring the Shropshire Council Social Care Team – add in the contact number |  |

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| **Ref’** | **10. Young Carers**  | **Tick / sign / time** |
| YC1 | Refer to Carers UK and Carers Trust for additional information and guidance.* [www.Carersuk.org](http://www.Carersuk.org)
* [www.carers.org](http://www.carers.org)
 |  |
| YC2 | Identify all young carers within your school community. |  |
| YC3 | Assess the impact on their caring responsibilities of Covid-19 and consider how the school/care balance can be re-assessed to prevent additional pressure being placed upon them. |  |
| YC4 | If it is identified that a young carer requires additional support to manage their care responsibilities, this must be referred to the appropriate authorities (Young carers are children andyoung people, so developmentally they may need more support in terms of managing dynamic and changing situations, especially if their usual solutions are not available (e.g. their local supermarket or pharmacist does not have supplies)). |  |
| YC5 | If your school is closing it is strongly urged that a lead person is nominated to make regular contact with the young carer during the school closure (sometimes it is only the school or teacher who know that a pupil is looking after someone at home). |  |