

## **Outbreak Management Plan – COVID-19**

This Outbreak Management Plan has been developed alongside the DfE Contingency Framework and advice from the local authority. This plan sets out how WMG Academy will respond to an outbreak of coronavirus within the academy community. An outbreak is defined by established trigger points which are detailed in this document.

### **Key Personnel**

The following people are responsible for reviewing and implementing the Outbreak Management Plan:

- Chief Executive – oversight of compliance with contingency framework and lead decision maker;
- Principal/Associate Principal – member of Outbreak Management Team and will deputise for the CEO in their absence;
- Director of Inclusion – member of the Outbreak Management Team and will advise on process and procedure;
- Executive Assistant – coordinate the response, act as liaison officer between the Outbreak Management Team and any external agencies and provide administrative support as necessary.

### **Mitigations Currently in Place**

The following mitigations are currently in place at WMG Academy:

- Enhanced cleaning;
- One-way systems;
- Good respiratory hygiene, including ventilation and ‘catch it, bin it, kill it’
- Good hand hygiene, including regular washing or sanitising;
- **Mandatory use of face masks in communal areas and classrooms.**

### **Trigger Points**

The following trigger points define an outbreak which will require a response in line with this document:

- 5 or more confirmed cases within a year group within 5 days;
- 10 or more student cases across all year groups within 5 days;
- 5 or more staffing cases within 5 days.

### **Reporting cases and when trigger thresholds have been met**

We will continue to report all positive cases to the relevant local authority when any of the triggers outlined in the above guidance have been met

### **Response to positive cases**

Full class groups (note that interrogation of seating plans will not be required), and lunch time, break time and afterschool contacts (including on transport) will be asked to take lateral flow tests every day for seven days.

Staff contacts who have not had both vaccinations more than 14 clear days before the day of contact with the positive case will also be identified, as they will need to isolate for 10 clear days following the day of last contact with the case. If additional cases are identified in the same class/group, it may be recommended that additional communications are sent to parents/staff to recommend a PCR test 4-7 days after notification, alongside continuing LFT testing. Further actions may also be recommended by the LA.

### **Reintroduction of consistent groups/zoning**

It may become necessary to reintroduce 'zoning' for a temporary period, to reduce mixing between groups.

### **Reintroduction of face coverings**

Consideration will be given to whether face coverings should temporarily be worn in communal areas or classrooms by pupils, staff and visitors in all school settings (unless exempt).

The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.

No pupil or student will be denied education on the grounds of whether they are, or are not, wearing a face covering.

Reasonable adjustments will be made for disabled pupils to support them to access education successfully. Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.

### **Reintroduction of testing/Additional PCR testing**

Consideration will be given as to whether the reintroduction of onsite asymptomatic LFT testing or increased use of home testing by staff and pupils is necessary.

Where these measures are necessary, it will be important to work jointly with the LA and Public Health to identify any support required (e.g. supply of additional tests). Where onsite testing is reintroduced, we will look to do this in a way that does not negatively impact on the education for pupils.

There may also be occasions where a mobile symptomatic testing unit/service is made available on the school site and pupils are invited to take a PCR test, or additional PCR tests may be organised through other means.

### **Contact tracing / isolating**

From the 16<sup>th</sup> August people who are double vaccinated (second dose more than 14 clear days prior to day of last contact with case), and children and young people under the age of 18 years and 6 months are no longer required to isolate where they are a close contact of a positive case. We may reintroduce isolation of pupils who have been a close contact of a direct case for a limited time period.

### **Other restrictions**

We may need to limit activities that require bringing parents and carers onto site (other than for drop off and pick up) e.g. open days, performances, open evenings. We may also introduce staggered start and finish times to minimise the number of people on the school site at the start and finish of the day.

We will also review any activities bringing pupils together in addition to the normal school day, or that required transportation for larger numbers of pupils (e.g. school trips / holidays - including residential educational visits). This could also include any activities bringing together pupils from a number of schools (e.g. transition/taster days).

### **Clinically Extremely Vulnerable**

Shielding has now ended. In the event of a major outbreak or variant of concern that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account. Shielding can only be reintroduced by national government.

In the event of a reintroduction of shielding we would need to review staffing capacity to ensure we could continue to operate staffing in a safe manner. Any attendance reductions as a result of this would be in line with the principles below.

Current guidance on clinically extremely vulnerable individuals can be found in the link below:

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19#school-college-and-other-educational-settings>

### **Attendance Restrictions and Remote Education**

As a last resort, we may need to introduce attendance restrictions.

We will provide high-quality remote education for all pupils not able to attend because

- they have tested positive for COVID-19 but are well enough to learn from home; or
- attendance at their setting has been temporarily restricted

Where attendance restrictions are necessary there will be an order of priority applied in terms of which pupils would continue to attend on-site provision. The only deviation to this will be where they are required to isolate (either as a result of testing positive or as a result of a local reintroduction of close contact isolation – see above).

Priority for onsite attendance will always be given to vulnerable children and young people and children of critical workers.

Second priority will be given to pupils in years 11 and 13, and other pupils who were due to take external exams this academic year.

Where attendance restrictions are needed, we will be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people will be learning remotely.

If we must temporarily stop onsite provision on public health advice, we will discuss any alternative arrangements necessary for vulnerable children and young people with the local authority. Where vulnerable children and young people are absent or do not take up a place offered to them, we will:

- 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
- 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
- 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
- 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

### **Staffing Capacity**

Where staffing capacity (following use of available supply teaching capacity) is impacting on our ability to open fully we will follow the principles outlined in the attendance restrictions above.

### **Free School Meal provision**

We will continue to provide free school meals support in the form of meals or lunch parcels/vouchers for pupils who are eligible for benefits related free school meals and who are not attending school because they:

- are self-isolating
- have had symptoms or a positive test result themselves.

**Kate Tague**  
**Chief Executive**

**January 2022**

## Contingency Plan – COVID-19

This contingency plan has been developed in line with the guidance from the Department for Education (DfE) and is in place in case of tightened 'lockdown' restrictions either nationally or locally due to COVID-19. All schools have reopened to all students from September 2021 and these arrangements will allow for continuity of education should any further school closures be necessary.

The DfE have, in line with the Government, released a four-tiered approach and the measures in place at each tier are detailed below.

### At All Tier Levels

- Risk assessment should be updated at every stage of movement to reflect changes.
- Public Health England (PHE) advice on self-isolation and staying at home in the event of a positive test remains the same even if the child's bubble is rota'd in.
- Vulnerable children and young people should access onsite provision and where they are not, the Academy will work together with the relevant agencies to ensure that the child's circumstances and best interests are being met.
- Attendance will be recorded using the usual attendance protocols, and for Tier 2 and above, following the DfE guidance that will be provided.
- Free school meals will be provided onsite as usual and, when students are not attending onsite, the Academy will continue to provide access to FSM. Further details will be published to those parents affected.
- The Academy's trustees are aware of the high demands of staff workload. This is reflected in the changes to the Tier 2 rota.

### Tier 1

- Tier 1 restrictions apply to local areas where 'local lockdowns' are implemented.
- Facemasks are worn in all areas outside of the classroom by all staff and students. The Academy will remain fully open.

In the event of Tiers 2, 3, and 4, further guidance will be published for the local area from the DfE and PHE and this will be implemented.

### Tier 2

- Communication to parents will be about the proposed rota system and how protective measures are being reviewed as part of the Academy risk assessment.
- Cleaning will be enhanced and cleaning between bubbles will remain.
- Small school provision for vulnerable students and the children of critical workers will be set up and staffed. Parents will be surveyed and students booked in. Associate Principals will set up a rota for this area to fit in with the rest of provision.
- If the Academy moves to Tier 2, the following curriculum areas will be suspended for students who are working remotely: Enrichment, PE, Directed Study and RSHE. This will be to build additional capacity as required to staff small school and all flexibility for staff to move between online and face to face teaching.
- Students will receive their lessons either through face to face teaching or online and their timetable will remain the same with the above exceptions.

- Heads of Department will be responsible for allocating their staff to teaching online and teaching in the Academy, especially where a member of staff is self-isolating. These will need to be agreed with the Associate Principal.
- Online lessons will be 45 minutes in length to allow a smooth transition between teaching face to face and online teaching. A separate day structure will be produced and published. Students will have periods of self-study time in place of Enrichment, PE, Directed Study and RSHE when working remotely.
- Teachers will be expected to assess work. Marking and returning of work will occur when the students are in the Academy. They will be set work online which will be assessed and returned to them when they are expected onsite.
- Internal mock exams will continue and these will be during the weeks that Y11 and Y13 are in the Academy.
- All students will be expected to attend online and face to face lessons.
- Self and well checks will be carried out on all vulnerable students whilst working remotely.
- Students attending Small School will be expected to attend their normal provision when their bubble is in the Academy. For example, a Y10 student will only attend Small School during the weeks their bubble is working remotely.
- The proposed Tier 2 rotas are below:

<b>WMG Academy Solihull</b>					
<b>Week</b>	<b>Y10</b>	<b>Y11</b>	<b>Y12</b>	<b>Y13</b>	<b>Small School</b>
Week A	Online	Academy	Academy	Online	Academy
Week B	Academy	Online	Online	Academy	Academy
Week A	Online	Academy	Academy	Online	Academy
Week B	Academy	Online	Online	Academy	Academy
<b>WMG Academy Coventry</b>					
<b>Week</b>	<b>Y10</b>	<b>Y11</b>	<b>Y12</b>	<b>Y13</b>	<b>Small School</b>
Week A	Online	Academy	Online	Academy	Academy
Week B	Academy	Online	Academy	Online	Academy
Week A	Online	Academy	Online	Academy	Academy
Week B	Academy	Online	Academy	Online	Academy

### **Tier 3**

- Small school provision will be available to vulnerable students and the children of critical workers who require provision.
- Limited year groups will be able to attend onsite provision as advised by the DfE's operational guidance when Tier 3 implemented.

### **Tier 4**

- Small school provision only – no other onsite learning will take place and all other bubbles will be working remotely.
- Remote learning:
  - The timetable will be as published. Lessons will be 45 minutes long. Lessons will start at the usual time published.

- Communication to parents about remote learning.
- Self and well checks will be carried out on all students via tutors over a 3-week period.
- Teachers will be expected to set meaningful assessment online once a week [this could be a longer project that would have a longer period of time, e.g. coursework]. This would be marked electronically and returned to students. Where possible for Y11 and Y13, this will include examined questions.

### **Small School**

Small school is only available to eligible students, including vulnerable students and the children of critical workers.

- Critical workers include those who work in key sectors as specified in guidance on [critical workers who can access schools or education settings](#).
- Vulnerable children and young people include those who:
  - are assessed as being in need under Section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child.
  - have an education, health and care (EHC) plan.
  - have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers, those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) and others at the school's and local authority's discretion

**Kate Tague**  
**Chief Executive**

**September 2021**

## Appendix A – Academy Day Structure

### WMG Academy Coventry

Onsite		Online [45 minutes long]	
Period 1	08.30 – 09.25	Period 1	<b>08.30 – 09.15</b>
Period 2	09.25 – 10.20	Period 2	<b>09.30 – 10.15</b>
Break	10.20 – 10.45	Break	
Period 3	10.45 – 11.40	Period 3	<b>10.45 – 11.30</b>
Period 4	11.40 – 12.35	Period 4	<b>11.45 – 12.30</b>
Period 5	12.35 – 13.30	Period 5	<b>12.45 - 13.30</b>
Lunch	13.30 – 14.05	Lunch	
Period 6 (PAS)	14.05 – 14.25	Period 6 (PAS)	
Period 7	14.25 – 15.20	Period 7	<b>14.30 - 15.15</b>
Break*	15.20 – 15.35	Break*	
Period 8*	15.35 – 16.30	Period 8*	<b>15.30 - 16.15</b>

\* Sessions identified with the asterisk do not take place on Monday or Friday

### WMG Academy Solihull

Onsite		Online [45 minutes in length]	
Period 1	08.30 – 09.25	Period 1	<b>08.30 - 09.15</b>
Period 2	09.25 – 10.20	Period 2	<b>09.30 - 10.15</b>
Pastoral	10.20 – 10.45	Pastoral	
Break	10.45 – 11.05	Break	
Period 4	11.05 – 12.00	Period 4	<b>11.15 - 12.00</b>
Period 5	12.00 – 12.55	Period 5	<b>12.15 - 13.00</b>
Lunch	12.55 – 13.30	Lunch	
Period 6	13.30 – 14.25	Period 6	<b>13.30 - 14.15</b>
Period 7	14.25 – 15.20	Period 7	<b>14.30 - 15.15</b>
Break*	15.20 – 15.35	Break*	
Period 8*	15.35 – 16.30	Period 8*	<b>15.30 - 16.15</b>

\* Sessions identified with the asterisk do not take place on Monday or Friday