 **Early Childhood Services**

**Quality and Attainment Team**

**Early years settings COVID-19 Outbreak Management Plan**

This document is intended for use by all early year’s settings, including childminders.

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| --- | --- |
| Name of Setting |  |
| Type of Provision |  |
| Setting address |  |
| Operating hours  (including extended services) |  |
| Number of staff |  |
| Number of children |  |
| Age range of children |  |
| Contact telephone number |  |
| Contact email address |  |
| Provider website |  |
| Person in charge (Owner/Manager/Chairperson/Childminder) |  |
| Date of approval |  |
| Date of last update |  |

* Do not allow any information to be copied or shared without prior approval from the person in charge.
* Ensure that all key staff are aware of the contents of this plan and have a full understanding of the actions required within it.
* Ensure that all staff are aware of its existence. The plan should be written from the point of view that if the person in charge of the plan were not present then any member of staff would be able to follow the procedures.
* When completed, this plan is the is the property of the Early years setting and should be amended in line with current government and local authority advice

For further advice and support please contact your Early Years Specialist Teacher or Early Years Advisor or email [earlychildhoodservices@nottscc.gov.uk](mailto:earlychildhoodservices@nottscc.gov.uk)

Introduction

This outbreak management plan details the actions Early years settings should take after they have been notified of a setting or local outbreak to reduce the risk of transmission of coronavirus (COVID-19), including responding to variants of concern, including:

* the types of measures that settings should be prepared for
* how decisions are made
* who can recommend these measures and where
* when measures should be lifted

All education and childcare settings should have outbreak management plans outlining how they would operate if there were an outbreak in their setting or local area. If you have several confirmed cases within 14 days, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. You can reach them 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.

Local authorities, Directors of Public Health (DsPH) and PHE health protection teams (HPTs) are responsible for managing localised outbreaks and can recommend measures (described below) in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

This outbreak management plan should describe how this setting would operate if specific measures were recommended and should also include how the setting would ensure every, child receives the quantity and quality of learning and care to which they are normally entitled.

## Risk assessment

* You must comply with health and safety law and put in place proportionate control measures.
* **This plan does not replace the need to keep your setting risk assessment up to date.**
* It is vital that a risk assessment is fully implemented which outlines proportionate control measures to manage and reduce the risk of COVID-19 transmission.

## Guidance links

Completion of this template will be achieved in conjunction with the following list of guidance,

[Contingency framework: education and childcare settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings)

[Actions for early years and childcare providers during the COVID-19 pandemic - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic)

## Key points for consideration

* The impacts of having missed learning and development opportunities during the pandemic are severe for children. The setting understand and will continue to carefully manage the impact on all children, staff, committee, visitors and volunteers. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks.
* Decision-makers should endeavour to keep any measures to the minimum number of settings or groups possible, and for the shortest amount of time possible.
* Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so.
* Measures affecting children’s learning and development across an area should not be considered in isolation, but as part of a broader package of measures.
* Attendance restrictions should only ever be considered as a last resort**.**
* Where measures include child attendance restrictions, the Department for Education (DfE) may advise on any groups that should be prioritised.

Roles and responsibilities

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| --- | --- |
| List of individuals/organisations who play an important role in providing support and advice to settings | |
| **Person/Organisation** | **Contact details** |
| Director of Public Health (DsPH) and Nottinghamshire County Council Public Health Team | Contact via [coronavirusph@nottscc.gov.uk](mailto:coronavirusph@nottscc.gov.uk) |
| Local authorities (LAs) | Contact via [eycovid19@nottscc.gov.uk](mailto:eycovid19@nottscc.gov.uk) |
| Department for Education | The **DfE helpline on 0800 046 8687** (selecting option 1) can help with advice on the action to take in response to a positive case. |

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| List of individuals or teams within the setting with a role within this plan | |
| **Person/Role**  (e.g. committee/ chairperson/owner/manager/childminder) | **Responsibilities / contact details** |
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**Stepping measures up and down**

* You will be alerted to a setting or local outbreak, and do not need to activate measures within this plan before you receive that alert
* An alert may come from a number of sources (e.g. Director public health or their team, Public Health England (PHE) Health Protection Team, or a relevant person from the local authority).
* Do not act on information from unofficial sources – seek more information from one of the above contacts first.
* Whoever receives the alert should ask for, and record, as much information as possible.

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| Procedure for reacting to a setting or local area outbreak | |
| Information to record  Who was the source of the alert? Is this a setting or local outbreak? What advice are they currently giving? |  |
| Named contact(s) for responding to the alert |  |
| Specific actions required  What are the initial actions they are required to take – e.g. who do they notify, what measures do they start to instigate |  |

The same applies for stepping down additional measures - wait for, or seek, assurance from the source who issued the alert that is safe to relax restrictions before doing so.

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| Procedure for stepping down measures | |
| Named contact(s) |  |
| Information to record  Who took the decision to step down? What was the authority to do so? |  |
| Specific actions required |  |

**Control measures**

Details in this section outline how this setting will respond should any of the following measures be reintroduced into the setting or local area.

## Testing

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| Procedure for reintroduction of **asymptomatic testing sites** (ATS) for staff | |
| Named contacts(s)  Who will take responsibility for liaison with PH and establishment on site? Name /role and contact details. |  |
| Location  Where on site will it be located? |  |
| Testing schedule  To be determined at the time of the outbreak |  |
| Communications  Who is responsible and how will it be communicated? How are staff informed of the requirement to attend asymptomatic on-site testing? |  |
| Specific actions required |  |
| Weblink to guidance | [Find where to get rapid lateral flow tests - NHS (test-and-trace.nhs.uk)](https://maps.test-and-trace.nhs.uk/)  [Order coronavirus (COVID-19) rapid lateral flow tests - GOV.UK (www.gov.uk)](https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests) |

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| Procedure for **additional testing**, e.g. encouraging more home testing | |
| Named contacts(s)  Name/role and contact details |  |
| Communications  Who is responsible? How are staff encouraged to increase home testing? What communications will be used? |  |
| Specific actions required  To be determined at the time of the outbreak |  |
| Weblink to guidance | [Order coronavirus (COVID-19) rapid lateral flow tests - GOV.UK (www.gov.uk)](https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests)  [Get a free PCR test to check if you have coronavirus (COVID-19) - GOV.UK (www.gov.uk)](https://www.gov.uk/get-coronavirus-test) |

## Face coverings

**NOTE:** In all cases any drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission.

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| Procedure for establishing the use of **face coverings** | |
| Named contacts(s)  Name/role and contact details |  |
| Communications  Who is responsible and how will it be communicated? How are staff, parents and visitors informed of the requirement to wear face masks again? |  |
| Specific actions required  Is signage available to encourage/enforce the use of face coverings? Who is responsible for putting it up? Is guidance available to staff, parents and visitors on suitable/expected face coverings, exceptions and how to fit/wear them? How will they be informed of this guidance? |  |
| Use of face coverings  What level of face covering is expected? What are your exceptions for wearing face covering? What arrangements/adjustments do you have in place for people who are exempt from wearing them? What face coverings will you supply, to whom, and in what circumstances? What is your supply channel and who is responsible? Where are they stored? Are transparent masks or face shields available in case of lip reading/facial expression/clear sound issues? |  |
| Weblink to guidance | [Actions for early years and childcare providers during the COVID-19 pandemic - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic#control-measures) |

## Shielding

**NOTE:** Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be clinically extremely vulnerable (CEV) will not be advised to shield again.

Individuals previously identified as CEV are advised to continue to follow the guidance on [how to stay safe and help prevent the spread of COVID-19](https://www.gov.uk/guidance/covid-19-coronavirus-restrictions-what-you-can-and-cannot-do). Individuals should consider advice from their health professional on whether additional precautions are right for them.

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| Procedure for reintroduction of **shielding for children** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required  What is your process for identifying clinically extremely vulnerable (CEV) children and staff? What actions will you take to ensure that CEV children are able to follow the shielding guidance? e.g. communications with parents, provision of remote education for CEV children. |  |

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| Procedure for reintroduction of additional **shielding measures for staff** (including staff who are pregnant | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Risk assessment |  |

## ‘Bubbles’

**NOTE:** From 19th July 2021, the move to Step 4 means there will no longer be a requirement to keep children in consistent groups (‘bubbles’), meaning that bubbles will no longer need to be used for summer provision or in the autumn term, however, local authorities, Directors of Public Health and PHE Health Protection Teams may recommend the reintroduction of ‘bubbles’ as a temporary measure.

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| Procedure for the reintroduction of **‘bubbles’** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required  Would you re-adopt your current/previous ‘bubble’ structure or take a different approach? Do you know how you will be notified or how you will access the information to reinstate ‘bubbles’? Who will take the decision to activate within the setting? How will this be communicated to staff, children and parents? What arrangements need to be put into place once ‘bubbles’ have been reinstated? Who will undertake any physical arrangements? |  |
| Weblink to guidance |  |

## Other measures

**NOTE:** Local authorities, Directors of Public Health and PHE Health Protection Teams may recommend these precautions in one setting, a cluster of settings, or across an entire area.

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| Procedure for limitations around **transition or new starter sessions** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Weblink to guidance |  |

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| Procedure for limitations around **parental attendance and visitors** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Weblink to guidance |  |

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| Procedure for limitations around **performances** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Weblink to guidance |  |

## Tracing close contacts

From Step 4 onwards contact tracing will be done via NHS Test and Trace. Contacts from an Early years setting will only be traced by NHS Test and trace where the positive case specifically identifies the individual as being a close contact. You may be contacted in exceptional cases to help identify close contacts.

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| Procedure for requests for contact details from **NHS Test and Trace** | |
| Responsible person(s)  Who will be responsible for dealing with these requests? |  |
| Identification approval  How to you guarantee that these are genuine calls/requests before giving out details? |  |
| Information released  What contact information is released?  The process used and information released here is expected to be the same as for managing other infectious diseases. |  |

**Attendance restrictions**

**ATTENDANCE RESTRICTIONS SHOULD ONLY EVER BE CONSIDERED AS A LAST RESORT**

As part of their outbreak management responsibilities, local authorities, the Director for Public Health and Public Health England (PHE) Health Protection Teams may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.

The cohorts described below should be used to guide decisions about restricting attendance, as well as prioritising groups to return to face-to-face education.

## Types of provision

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| Procedure for limiting attendance in the **setting/room** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required  Identification of alternative, high quality remote early learning to be provided for all children not attending.  Prioritisation for vulnerable children, and for children of critical workers to attend to their normal sessions. |  |
| Weblink to guidance | [Contingency framework: education and childcare settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings) |

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| Procedure for limiting attendance across shared provision | |
| Named contact(s)  Name/role and contact details |  |
| Named contact(s) of other settings children attend  Name/role and contact details |  |
| Specific actions required  Children should attend one setting where possible.  If attendance restrictions are needed, vulnerable children and children of critical workers should be allowed to attend more than one setting. |  |

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| Procedure for limiting attendance of **out-of-school and wraparound childcare** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Weblink to guidance | [Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak) |

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| --- | --- |
| Procedure for limiting attendance of **holiday activities and food programme** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Weblink to guidance | [Holiday activities and food programme 2021 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021) |

## Other considerations where attendance has been restricted

**Remote learning**

Where appropriate, pupils who need to self-isolate because they have tested positive will be supported to learn from home if they are well enough to do so.

**Safeguarding and designated safeguarding leads**

|  |  |
| --- | --- |
| Procedure for ensuring **safeguarding** is maintained | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |
| Weblink to guidance | [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  [Working together to safeguard children - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)  [Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)  [Early years foundation stage: coronavirus disapplications - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications) |

**Vulnerable children and young people**

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| --- | --- |
| Procedure for impact on **vulnerable children** | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required  When attendance is restricted, vulnerable children should be prioritised for continuation of attendance at the setting.  Procedures should be in place to maintain contact with vulnerable children when they are absent from the setting. |  |
| Weblink to guidance | [Actions for early years and childcare providers during the COVID-19 pandemic - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic#control-measures) |

**Recovery**

## Debriefing

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| --- | --- |
| Procedure for debriefing staff after an outbreak | |
| Named contact(s)  Name/role and contact details |  |
| Specific actions required |  |

## Children and staff wellbeing and support

Some children may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood.

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| Procedure for promoting and supporting mental health wellbeing in children and staff | |
| Named contacts(s)  Is there a specific person(s) who support mental health issues? |  |
| Resources for promoting mental health wellbeing  What resources are you using? How are they being promoted? |  |
| Support for wellbeing concerns |  |
| Weblink to guidance | [Early Years Practitioner Guidance | Babies, Young Children Mental Health & Wellbeing | Early Years In Mind | Anna Freud Centre](https://www.annafreud.org/early-years/early-years-in-mind/)  [Every Mind Matters - NHS (www.nhs.uk)](https://www.nhs.uk/every-mind-matters/)  [Promoting mental health and wellbeing | NSPCC Learning](https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing#heading-top)  [Wellbeing | Mind, the mental health charity - help for mental health problems](https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/)  [5 steps to mental wellbeing - NHS (www.nhs.uk)](https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/)  [Get help with grief after bereavement or loss - NHS (www.nhs.uk)](https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/grief-bereavement-loss/)  [YoungMinds - children and young people's mental health charity](https://youngminds.org.uk/)  [Mental health and emotional wellbeing | Barnardo's (barnardos.org.uk)](https://www.barnardos.org.uk/what-we-do/helping-families/mental-health) |