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Coronavirus Outbreak Management Plan tool produced for childcare settings in England by



As we learn to live with the effects of the pandemic it's important to adapt and maintain your risk assessment and think specifically about how you will manage any outbreaks. The information below can be used as a guide and can support you to consider how you will implement any recommendations described in the contingency framework and create your own outbreak management plan.

Contingency Framework

The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health and health protection teams can recommend measures described in the contingency framework in individual education and childcare settings- or a small cluster of settings- as part of their outbreak management

Outbreak Management plan

Childcare provider outlines how they would operate if there were an outbreak in their setting or local area.

All education and childcare settings should have outbreak management plans outlining how they would operate if any of the measures described were recommended for their setting or area. This includes how they would ensure every child, pupil or student receives the quantity and quality of education and care to which they are normally entitled. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) may recommend these precautions in one setting, a cluster of settings, or across an entire area.

Your outbreak management plan needs to cover:

- Roles and responsibilities (who in your setting is taking responsibility for these measures?)
- When and how to seek public health advice
- An outline of the measures you may be asked to put in place, how you will put them in place quickly and how you will communicate changes to children, families and staff members

Detailed guidance for education and childcare settings and providers operating during coronavirus (COVID-19), including:

- [actions for early years and childcare providers during the COVID-19 outbreak](#)
- [protective measures for holiday and after-school clubs, and other out-of-school settings during the COVID-19 outbreak](#)
- [Contingency Framework: Managing coronavirus \(COVID-19\) in education and childcare settings](#)

This reflective tool is designed to support you to develop your Outbreak Management Plan for your setting. Other resources from PACEY include:

- [Sample policies and procedures](#)
- [COVID-19 risk assessments](#)
- [Community and visitor agreement templates](#)
- [Contracts with parents](#)

[Coronavirus Spotlight page](#) with regular updated FAQs, tools to support managing your setting and resources to help you to support children in your setting.

All early years and childcare settings should have baseline measures for infection prevention and control in place at all times.

These include: 1) Having measures in place for children and staff who test positive or are displaying any of the three main symptoms of coronavirus; 2) Ensuring good hygiene for everyone; 3) Maintaining appropriate cleaning regimes; 4) ensuring good ventilation in occupied spaces. You should also do your best to encourage staff to take up the offer of the vaccine.

What would you do if you were advised to limit:	You could:
open days	Consider the use of technology such as zoom to do open days, some platforms allow you to have 'rooms or spaces' where prospective parents can meet key members of staff by arrangement or appointment.
transition or taster days	Make sure you are in communication with settings and parents, you might need to limit the time spent indoors or even postpone.
parental attendance in settings	Consider how you can limit parent's attendance in settings, consider drop off and pick up arrangements, what control measures would have in place to ensure contact is kept to a minimum.
performances in settings	Consider having back up plans to move the performance outside, or online to limit gatherings. You may have to postpone, make sure you keep in communication with parents.

The overarching objective is to maximise the number of children and young people in face-to-face education and childcare and minimise disruption, while protecting those most vulnerable to increased risk from COVID-19. Attendance restrictions should only ever be considered as a last resort. In extreme circumstances and as a last resort. Settings should make sure their outbreak management plans cover the possibility they are advised to limit attendance.

Unless instructed otherwise by Public Health or your Local Authority: Early years and primary settings should continue to operate as normal following all the normal control measures and risk assessments. [Download PACEY's COVID-19 Risk Assessment template.](#)

If you are advised to limit attendance	You could:
<p><i>Decision making principles</i></p> <p>As part of their outbreak management responsibilities, local authorities, DsPH and HPTs may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.</p> <p>Unless instructed otherwise by Public Health or your Local Authority: Early years and primary settings should continue to operate as normal</p>	<ul style="list-style-type: none"> • implement your own policies and procedures • make sure your contracts are up to date and include arrangements around closures • Consider the Competition and Markets Authority (CMA) guidance about charges, you may have to offer refunds – think about how your business can be sustainable if this is necessary. • In the event of a closure or attendance restrictions instruction you may have to inform Ofsted and/or your Local Authority – make sure you know how to do this.
<p><i>Early years settings</i></p> <p>If attendance restrictions are needed, vulnerable children and children of critical workers should be allowed to attend.</p>	<ul style="list-style-type: none"> • Ensure that families are aware that in the event of attendance restrictions places will only be available for vulnerable children and children of critical workers. • You could include this in your contractual agreements with parents. • Make sure you have plans to keep in touch with any children who cannot attend your setting to ensure their still have a sense of belonging and connection. You could maintain the 'cohorts' of children by having group 'online' sessions to help maintain friendships made. You should also do what you can to support parents with the home learning environment.

	<ul style="list-style-type: none"> Consider the use of online journals such as Kinderly to share key information, activities etc. <p>Additional resources: Spotlight on... The Home learning environment PACEY members home learning resources</p> <p>There are also a number of sites that are recommended: Tiny Happy People Hungry Little Minds Help children aged 2 to 4 to learn at home: coronavirus (COVID-19) Play to learn - activities to try at home with your child Facebook</p>
<p><i>Wraparound childcare</i></p> <p>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>	<ul style="list-style-type: none"> Ensure that families are aware that in the event of attendance restrictions childcare places will only be available for vulnerable children and children of critical workers. Ensure parents are aware they can only use this provision for the purposes described. Consider how you communicate this to parents and carers.
<p>Other considerations where attendance has been restricted:</p>	
<p><i>Early years and childcare staff</i></p> <p>Employers should stay up to date with the guidance on clinically extremely vulnerable people.</p> <p>Employers should continue to implement the control measures set out in the COVID-19 coronavirus operational guidance for your education setting. They should explain to staff the measures they are putting in place to reduce risks to staff, including how these protective measures have been</p>	<ul style="list-style-type: none"> Follow your control measures. Continue to use your COVID risk assessment. Consider what arrangements you have to ensure you can stay within ratio if staff are required to shield?

<p>reviewed as part of an updated workplace risk assessment.</p>	
<p><i>Safeguarding and designated safeguarding leads</i></p> <p>All settings must continue to have regard to any statutory safeguarding guidance that applies to them, including:</p> <ul style="list-style-type: none"> • Keeping children safe in education • Working together to safeguard children • Early Years Foundation Stage (EYFS) framework - read alongside Early years foundation stage: coronavirus disapplications 	<p>There should be no change to local multi-agency safeguarding arrangements</p> <p>Continue to follow your safeguarding policies and procedures. Your safeguarding duties remain, whether the children are in your setting or not and you are connecting with them and their parents virtually. In group settings where a trained designated safeguarding lead(or deputy) is not on site, a senior leader should take responsibility for co-ordinating safeguarding on site. Childminders are the lead responsibility in their setting.</p>
<p><i>Vulnerable children and young people</i></p> <p>Where vulnerable children and young people are absent, early years and childcare settings should:</p> <ul style="list-style-type: none"> •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 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 <p>If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.</p>	<p>Keep in contact with the family and any other professionals working with the family.</p> <p>Have plans to ensure you can support the home learning environment.</p> <p>Liaise with your Local Authority should your setting have to close so suitable alternative arrangements can be made</p> <p>Make sure you have plans to keep in touch with any children who cannot attend your setting to ensure their still have a sense of belonging and connection. You could maintain the ‘cohorts’ of children by having group ‘online’ sessions to help maintain friendships made. You should also do what you can to support parents with the home learning environment. Consider the use of online journals such as Kinderly to share key information, activities etc.</p> <p>Visit PACEY’s Spotlight on... The Home learning environment for more information and PACEY members home learning resources</p> <p>There are also a number of sites that are recommended:</p> <p>Tiny Happy People Hungry Little Minds</p>

	Help children aged 2 to 4 to learn at home: coronavirus (COVID-19)
<p><i>Trips out of the setting</i></p> <p>Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the visit is still appropriate and safe. Only children who are attending the setting should go on a visit. Early years and childcare settings should consult the health and safety guidance on educational visits when considering visits.</p>	<p>You should continue to risk assess accordingly, follow government guidance and where appropriate observe the venue’s policies and procedures accordingly.</p> <p>We should be prepared to postpone visits should you be advised to restrict attendance. Think about what impact that might have on your planning, can you find alternative ways to support children’s learning?</p>

In the event of an outbreak you may also be advised to reintroduce control measures such as...

Keeping groups/‘bubbles’ apart

You should make sure your outbreak management plan covers the possibility that in some local areas you may be recommended to temporarily keep groups apart or in ‘bubbles’ for a temporary period. In doing this you should consider the impact on the delivery of education and childcare for the children in your setting.

Reintroduction of face coverings in communal areas

You should also make sure your outbreak management plan covers the possibility of reintroducing face coverings for adults in communal areas of the setting, if you are instructed to do so by a director of public health. You can consider the use of transparent face coverings to assist in communication. Face coverings should be made of a breathable material, covering the nose and mouth and fitting securely.

Increased rapid testing

Your outbreak management plan should include the possibility that you could be advised by a director of public health to increase the frequency of at-home coronavirus testing to help identify asymptomatic cases.