

Outbreak Management Guidelines Primary - V1.0

1. Introduction and Scope.

This guidance has been produced to assist schools in the decision making process when identifying the steps to take / the parts of their Outbreak Management Plans to instigate in the event of potential outbreaks of Covid in their settings.

Please note this is guide only and the appropriate actions will vary dependant on the specifics of both the setting and the potential outbreak. It has been produced based on recent outbreaks and the actions taken and may change over time. Further advice can be sought from the DfE Helpline, [UK Health Security Agency \(UKHSA, formerly PHE\)](#) or LCC Schools Health, Safety and Wellbeing Team / Health Protection colleagues (advice should always be sought where you reach thresholds in the red section of the flowchart overleaf).

The overarching objective is to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks.

Schools should endeavour to keep any measures to the minimum number of settings or groups possible, for the shortest amount of time possible and all measures should be kept under regular review and lifted as soon as the evidence supports doing so.

Attendance restrictions should only ever be considered as a last resort and will rarely mean a whole setting. In all circumstances, priority should continue to be given to vulnerable children / children of critical workers to attend to their normal timetables, as far as possible and you may need to make arrangements for children who are isolating and are due to return to school.

2.0 Useful definitions.

Definitions from DfE guidance – texts in purple are notes from LCC	
Thresholds which may indicate an outbreak. (and when additional mitigation measures are likely to be considered). When calculating thresholds numbers in groups include staff & pupils.	whichever of these thresholds is reached first: <ul style="list-style-type: none"> • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period. Settings with 20 or fewer pupils and staff at any one time: <ul style="list-style-type: none"> • 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period.
Mixed Closely – Early Years.	This could include: <ul style="list-style-type: none"> • a nursery class, • a friendship group who often play together, • staff and children taking part in the same activity session together.
Mixed Closely – rest of school.	This could include: <ul style="list-style-type: none"> • a form group or subject class e.g a year group or class depending on the number of classes in a year group and how closely they mix, • a friendship group mixing at breaktimes, • a sports team, • a group in an after-school activity e.g numeracy catch-up, drama club etc..
Mixed Closely – wraparound childcare	This could include: <ul style="list-style-type: none"> • staff and children taking part in the same class or activity session together e.g at a breakfast club or after school care, • children who have slept in the same room together.

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3.0 Flowchart - potential actions to take at different stages of an outbreak.

Note: all the actions will depend on the timelines of infection and whether positive cases are likely to have come into close contact when they were infectious i.e in the 2 days before symptoms or test results if asymptomatic.

