

Preventing transmission and aiding the contact tracing process in school

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Preventing transmission in schools

- The key to preventing transmission in schools whilst also enabling pupils free movement to attend multiple subjects with multiple teachers is to ensure that all children sit in the same seat every single lesson so we can identify close contacts.
- If there is not a clear and easy way to identify close contacts of positive cases whole school years could be asked to **repeatedly** self-isolate **unnecessarily**.



Setting up seating plans

- The expectation is from the very first day in school; if children mix with others outside their initial form class, they will be requested to sit in the same seat in every class they are going into and document where they have sat so we have an overall picture of close contacts.
- Therefore, if children are in the same group of children, all day every day and do not mix with other children and the class room is not big enough to permit socially distancing, then they do not need to record their seating plans.
- Please note, this may sound like an arduous task, however this will only need to be completed once per class, depending on the model you use, this would be one group for a week or two weeks recording.
- Of course, minor amendments can be made to suit the needs of the school.
- This document will be called upon when a positive case is reported.



School models

- The following is based on the following assumptions regarding school models:
 - That years 7-9 have fairly static groupings and there in general the form group can be treated as a bubble.
 - That in the above, the classrooms do not allow the children to socially distance from one another.
 - That when form groups need to combine, i.e. Due to ability, then one form group can be separated from another, if not, seating plans from the yr 10-11 model should be used.
 - That years 10-11 will be moving to multiple subjects mixing with different individuals from their year group.
 - That where possible children socially distance, even though it may still be likely they will need to self isolate if there is a case. Same seat each class and record where they sat to identify closest contacts.

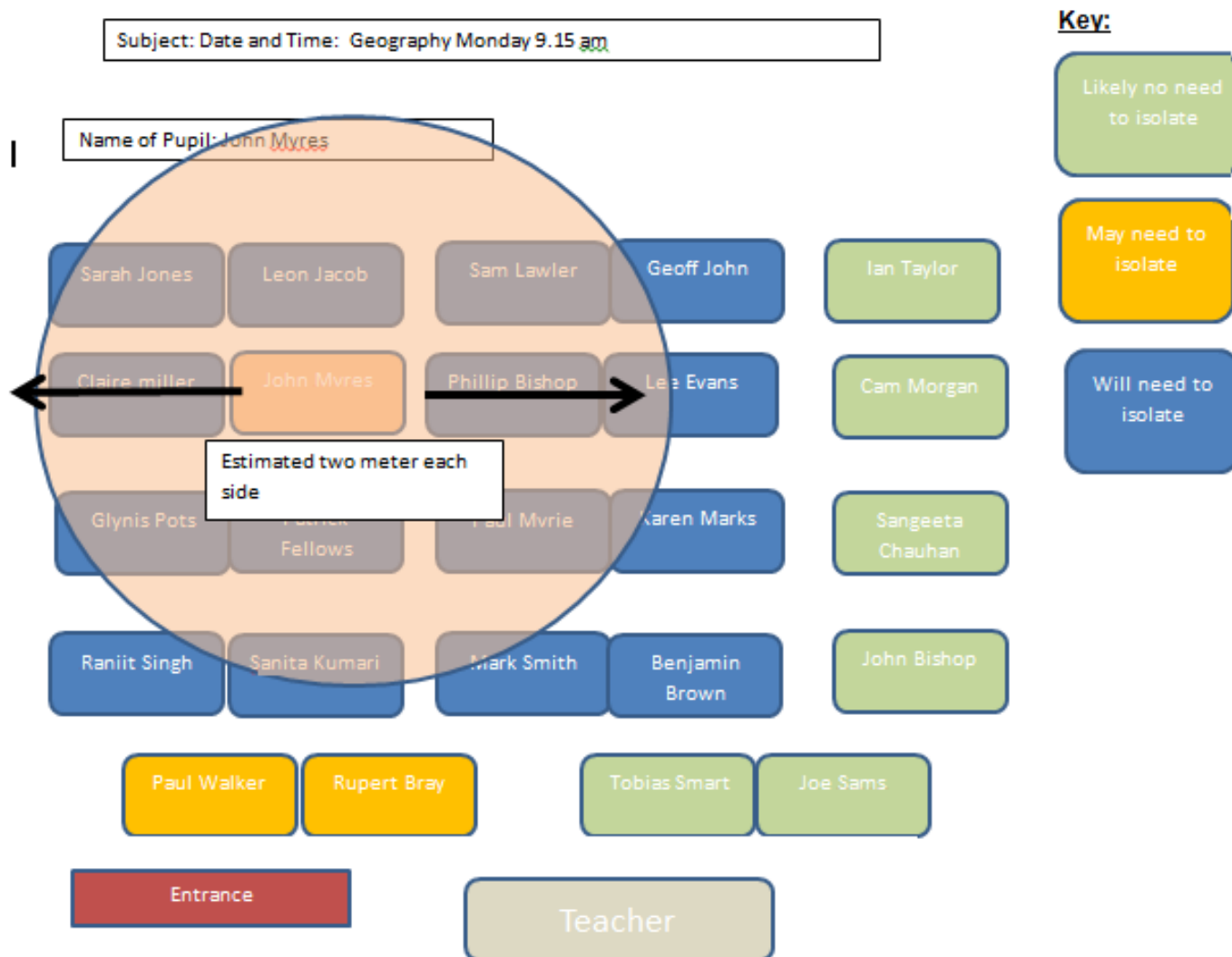


Using seating plans when there is a case

- Children need to be reminded to keep seating plans safe and maybe used by test and trace should they or a child in their class test positive for COVID-19. Where schools do not feel comfortable using names on seating plans, initials can be used (initials and letters where kids share the same initials)– but schools need to support completing the full names when test and trace need the detail.
- The expectation would be the parent could provide a class by class breakdown of who their child has sat next to, we then work with the school to identify this pupils and ensure they self-isolate.
- In a worst case scenario we know the lesson plan of the pupil but may need to call on the school- teacher by teacher to fill that gap and identify who are close contacts.
- We trace back to 48hr prior to symptoms starting.



Example: Upper Secondary adapted sheet to be given out in the first class
(teacher will make adaptation to reflect the teaching venue (colours for
illustrative purposes only - Children's Initials can be used to protect names)).



Example outbreak plan:

John Mvres – Developed symptoms in school Wed 20/07/2020 – tested positive 21/07/2020 – got results Sat 23/07/2020

- John's mom contacts the out of hours message service. School contacts Public Health Warwickshire. This would be better achieved across the weekend, but this may not be possible for some schools.
- Public health Warwickshire are able to speak to John's mom and get his seating plan.

John's Classes:

	Monday	Tuesday	Wednesday
9am-9.15	Form Group	Form Group	Form Group
9.15-10.05	Geography	Science	Literacy
10.05-11am	Maths	French	Maths
Break			
11.05-11.55	English	Maths	English
11.55-12.45	Science	RE	Science
Lunch			
1.45-2.35	History	Literacy	CDT
2.35-3.30	PHSE	ICT	CDT

Response:

Form group: 12/22 Self isolate

Geography: 17/24 Self isolate

Maths: 12/22 Self isolate

English: 12/22 Self isolate

Science: 12/22 Self isolate

History: 12/22 Self isolate

PHSE: 12/22 Self isolate

French: 8/8 self-isolate – small room

RE: 11/11 self-isolate – small room

Literacy: 12/22 Self isolate

ICT: 12/22 Self isolate

CDT: 6/22 self-isolate – V. large room

Close friends: 2

When reviewing the list of children:

We find there are only 19 children from all the classes, all the rest are duplicates.

Of these children 12 repeatedly sat within the immediate desks of the case.

As a result of this we do not need to shut down an entire school year. We can clearly identify students who have not actively engaged with the case.

Where classes are big enough to do so, and where we have a conversation with the teacher about interactions in the class, we can identify children who are of a higher risk of transmission.



Breaks and Lunch times:

Models for Reducing transmission at break and lunch times:

- Controlled/Grouping:
 - Only allow form groups to sit together
 - Ensure 2m between one for group and another.
 - There should be little opportunity for form groups to cross
- Mixed/ Tracing
 - Allow children to sit where they like but have a system for tracing who sat with whom – paper tickets which children fill in stating where they sat.
 - Children can fill in slips of paper they drop in a box as they leave with their name on, seat number and table. Or where tables are small just the table.
 - Paper could also be coloured for ease of searching through the box.
 - If children aren't bringing belongings into the canteen and don't have pens, plastic pens can be used but dinner ladies will need to try and wipe them down between each session in the canteen (used pens pot and clean pens pot)

Methods which can aid both processes

- Colour coding or number tables
- Ensuring tables are 2m apart



Preventing transmission at lunch time:

Mixing at break and lunch time is a key time in which transmission can occur. Way in which to prevent transmission are to:

- Stagger break and lunch times
- Ensure lunch tables are separated as much as possible to encourage eating whilst socially distanced.
- Shortening the time students are allowed to sit at the tables and further stagger the lunch breaks (although children may want to remain in the canteen on very bad weather days – especially if they do not own suitable warm clothing.)

