



Cramlington Village Primary School

November 2020 RISK ASSESSMENT

Year group	Whole school	Location	CVPS	Activity	Schools remaining open/reopening during COVID19 pandemic. To be read in conjunction with https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Coronavirus (COVID-19): guidance for schools and other educational settings
Date (if applicable)	13.11.2020	Adult responsible	Principal Debbie Wylie	Completed by	Principal - Debbie Wylie Vice Principals- Amanda Milligan & Melissa Costello

Additional Information: [guidance on completion: risk assessment form](#)

Existing service/task specific risk assessments and guidance provided by the government/Public Health England and internally at NCC.

Government/Public Health England Advice: <https://www.gov.uk/coronavirus> <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

HSE Advice: <https://www.hse.gov.uk/news/coronavirus.htm> <https://www.hse.gov.uk/coronavirus/working-safely/index.htm> [Public Health - Q&A for Teachers and Parents](#)
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

NCC Guidance: [NCC Health and Safety Bulletin](#) [NCC PPE Risk Assessment](#); [Northumberland Covid19 Dashboard](#) [Corporate H&S Briefing Note - 10/7/2020](#)

Northumberland Education: <http://northumberlandeducation.co.uk/coronavirus/> [NCC Corporate Health and Safety Advice - FAQs for School Head Teachers](#)

DFE Advice: DFE.coronavirushelpline@education.gov.uk [Local Authority Scenario Guidance for Covid-19 Infection, Protection and Control](#)

[NCC PPE Risk Assessment](#); [NCC Staff Risk assessment](#)

[NCC Health and Safety Team webpage](#) [Q&A Videos from PHE for School Staff](#)

[Local Authority Scenario Guidance for Covid-19 Infection, Protection and Control](#)

[NCC Control of Infection Policy](#)

How to arrange a test: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus>

Safe Working: <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Decontamination: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

Local Lockdown: <https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings>

Video conferencing: <https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations>

<https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely>

Safeguarding: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Families using public transport should refer to the [safer travel guidance for passengers](#).

Extra Curricular clubs [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)



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Hazards - Please highlight Y or N

Cuts and abrasions? (Y)	Traffic (N)	Vehicle accident? (N)	Hot Liquids (Y)	Slips, trips and falls (Y)
Health Hazard? (Y)	Illness (Y)	Safeguarding (Y)	Choking (Y)	Hazardous substances (Y)
Electricity (Y)	Burns and scalds (Y)			

Individual teacher/child details (please detail any specific needs for children)

Adult name	Extremely clinically vulnerable - shielding paused- 1	Clinically vulnerable - 3	Vulnerable with Social Worker	Vulnerable - EHCP	Vulnerable - others
Children's names	Extremely clinically vulnerable - shielding None - however children who are clinically extremely vulnerable can go back to school (when the rest of their class goes back)	Clinically vulnerable - staying at home None No children have severe asthma. 11 children have an IHP for asthma	1 LAC Y6 1 LAC Y5 1 CIN Y3 1 LAC Y4 1 C&F Y2 1 C&F Y3 1 C&F N	2 Y6 2 Y5 1 Y3	5 children

Risk evaluation – based on numerical values of 1 to 5 on likelihood & severity, where 1 is low and 5 high. Total value = 1/6 low – 8/15 medium – 16/25 high

Hazard	Persons at risk	Existing control measures	L	S	R	Additional control measures	L	S	R	Action by
1.School re-opening following partial or full closure / holiday periods and lack of statutory testing/maintenance	Equipment / system failure leading to enhanced physical or biological risks to people	<p>School is now fully open. Statutory testing and maintenance, such as water hygiene testing/flushing, lifts, gas supply/safety, fire alarm system, emergency lighting, fixed electrical installation, play/sporting equipment are maintained as normal.</p> <p>Fire evacuation procedures have been reviewed and a fire drill has taken place [roll call lists updated/each class or bubble should stay together (where possible) and be assigned predetermined evacuation points which are sufficiently distanced from other groups. 'Walk throughs' happened with each bubble to ensure swift evacuation but Covid safe. Children must be familiar with sound of the evacuation alarm and be able to respond to it. In an emergency situation, a full evacuation will take place as usual.</p>	3	5	15	<p>See guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Staff members can now access any bubble, the The Principal / Site Manager (and anyone needing to deputise for them) will continue to go into all 'bubbles' but will be in for the shortest time possible, will remain 2m distance and not touch anything unless it is an emergency / health and safety reasons.</p> <p>Provision is in place to make adjustments and revisit fire drills if deemed necessary..</p> <p>Fire risk assessment has been reviewed and the associated modifications / additional measures implemented to maintain an effective fire strategy (e.g. escape routes, doors held open etc). Any changes to</p>	1	5	5	



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		Principal / Site Manager has ensured all necessary checks / paperwork / maintenance is up to date prior to school opening. Checks to continue during term time requiring Principal / Site Manager to access all areas of school as necessary.				the fire risk assessment have been communicated to all staff. [See H&S FAQ document for further information on carrying out fire drills].				
2. Inadequate safety management documentation (policies, risk assessments etc)	Increased risk of contracting Coronavirus through lack of planning.	The arrangements in this Covid19 risk assessment are monitored (detail specific arrangement for this) and kept under review. Relevant policies, procedures and other risk assessments have been reviewed and updated where necessary and shared with staff. Arrangements are monitored and kept under review, with staff given the opportunity to comment and feedback on arrangements. New procedures have been documented for: <ul style="list-style-type: none"> • Individuals becoming Covid symptomatic on site or the school becoming aware of someone symptomatic who has recently attended the school. • Responding to localised lock down and subsequent school closure e.g. arrangements for remote learning/working. • Responding to an outbreak of Coronavirus - see section below. 	3	5	15	Advice will be provided directly from the NCC public health team. The Northumberland Local Outbreak Prevention Plan is also available on the County Council webpage.	1	5	5	
3. Inadequate ventilation. Unable to achieve a comfortable (or legal minimum) temperature within the building.	Increase in risk of transmission of Covid19. Occupants become cold - poor concentration levels impact on learning.	All classroom, shared areas, hall, office, immersive room, community room and staffroom windows must be open at all times. Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening high level windows in preference to low level to reduce draughts. Rearranging furniture where possible to avoid direct draughts. Opening internal doors can also assist with creating a throughput of air. However this would allow cross contamination between bubbles and the hall so internal doors which lead into the hall will remain closed. External opening doors may also be used (as long as they are not fire doors and where safe to do so) Rooms should, where possible, be fully ventilated for at least 15 minutes prior to and following use.	5	5	25	Occupied rooms with no ventilation - their use should be avoided. Consider installation of window fans to provide natural ventilation. Ceiling fans/portable fans can be used to aid air flow where there are stagnant air pockets in rooms. Children and staff are recommended to wear warm clothing including vests / t-shirts under school shirts, tights or trousers rather than ankle socks and jumpers rather than cardigans. Providing flexibility to the school uniform policy may be necessary in very cold weather to allow additional, suitable indoor clothing to be worn. [Wall mounted fan convactor coil heating systems - All schools have been contacted directly by the NCC Property Services team to identify buildings with this type of system - an inspection of these systems will be carried out to ascertain if further maintenance is	1	5	5	



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		See how best to maintain ventilation in the H&S FAQ document , CIBSE - Ventilation Guidance and the latest government guidance for schools .				needed. See FAQ for further details or contact Property Services or your heating maintenance company for further advice.]			
4. Contact with others who may have Coronavirus Inadvertent transmission to others	Exposure to live virus resulting in contracting Coronavirus. Exacerbation of existing medical conditions.	<p>The main symptoms of coronavirus are:</p> <ul style="list-style-type: none"> • A high temperature - this means that you feel hot to touch on your chest or back (you do not need to measure your temperature) • A new continuous cough - this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual. • A loss or change to your sense of smell or taste - this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal <p>Most people with coronavirus have at least 1 of these symptoms</p> <p>Staff - Staff who are 'clinically vulnerable', pregnant or from a BAME background, are able to return to work and an individual risk assessment is in place for these individuals recording the details of the medical condition and what reasonable adjustments have been made.</p> <p>Staff who are 'clinically extremely vulnerable (who were previously shielding) continue to work from home where this is possible e.g. some admin roles, PPA time etc. Where this isn't possible or the staff member does not wish to work from home, their job role and activities have been reviewed to ensure they can work remotely or are able to socially distance from others. An individual risk assessment is in place for each staff member recording the details of the medical condition and what reasonable adjustments have been made to their job role <u>prior</u> to the staff member returning to school. Advice is sought from the school's own HR/Occupational Health provider where necessary and always for staff who have previously been shielding. [schools in the HR SLA should forward these in the first instance to Schools.HR@northumberland.gov.uk]</p> <p>All new members of staff must complete personal status form and any risk assessments as deemed necessary as part of induction</p>	5	5	25	<p>See: COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable See generic school risk assessments for clinically/clinically extremely vulnerable staff</p> <p>Staff who are CEV - have completed risk assessments regarding their medical needs. They have been given the option of furlough, homeworking (where possible) or working in school with increased covid precautions. Risk assessments are reviewed and updated as necessary.</p> <p>Employers should decide, in consultation with their employees, whether it is viable for them to continue working from home. Where it is decided that workers should come into their place of work then this will need to be reflected in the risk assessment and actions taken to manage the risks of transmission in line with this guidance.</p> <p>For those in a teaching role their work responsibilities would need reviewed if they had to return to shielding at any time but the school was to remain open to pupils. See: COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</p> <p>Staff who are pregnant - As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. If a member of staff becomes pregnant they must inform SLT and update personal risk assessment. Pregnant workers model risk assessment (to be completed in conjunction with the above assessment for vulnerable staff).</p> <p>Principal /SLT are to ask staff to update them immediately if their situation changes.</p>	3	5	15



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	<p>Staffing levels are reviewed to ensure adequate levels are in place at all times.</p> <p>Where staff shortages are identified which impact on the operations of the school, Children’s Services are contacted for additional support (Simon Baxter on 07870 365983).</p> <p>Children Children in clinically vulnerable and clinically highly vulnerable health categories (as defined by PHE guidance) https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</p> <p>Most pupils in the “Clinically Extremely Vulnerable” who have been shielding are now able to return to school (with a small number of exceptions identified by the child’s consultant/GP) along with those children classed as “Clinically Vulnerable”. For those pupils in the CEV category, an individual risk assessment has been carried out in consultation with the child’s parents and the relevant healthcare professional(s). Advice from health professionals/GP involved in the child’s care is essential in these circumstances. Individual Healthcare Plans for all pupils are checked to ensure they are up to date and include advice from the relevant health professional, where appropriate [see also model risk assessment for CV/CEV pupils] Children living in a household with someone who is ‘clinically extremely vulnerable’ can now return to school.</p> <p>Any new admits are to have health needs checked by class teacher / AT and inform ALM who will update IHPs / Medical Needs register and RA as necessary</p> <p>Parents asked to update school of any new medical conditions or changes to existing ones, especially where the risk of Covid 19 may be increased. ALM to update medical log and IHPs as necessary.</p> <p>All new pupils to have health needs checked as part of</p>		<p>Staff who may otherwise be at increased risk from coronavirus (COVID-19) - Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>BAME risk assessment</p> <p>The potential risks from COVID-19 to children and young people who have an EHCP/additional educational support needs must be assessed in light of individual circumstances including any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required. Assessments are in writing and existing assessments may be updated. Staff to be consulted/trained on any resultant measures to be introduced. Northumberland EHCP planning Tool and Risk Assessment</p> <p>Where children have an Individual Healthcare Plan, arrangements must be made to ensure that any adults supervising the child understand and are familiar with the plan and have received any training that is indicated to care for the child. Guidance for full opening: schools - Annex B: education, health and care (EHC) plans</p> <p>Where there are concerns about the health provision for a child or young person, urgent advice must be sought from a healthcare professional.</p>		
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		<p>admission process, IHPs set up if needed and risk assessments completed if necessary</p> <p>"Governors - Governing Body meetings will continue to be held virtually using video conferencing. Where possible and appropriate, link governor visits will be held virtually. It is appropriate for visits to recommence in order to support the continued development of the School. Where a physical visit is required, this will be scheduled with the School in advance. Social distancing measures will be respected throughout the visit, and only where necessary, will Governors enter a classroom. Governors will observe all School protocols when on site." Governor visits will not take place during times of higher local / national restrictions.</p> <p>All Visitors/Contractors - These are limited to essential visits only during the school day, with contractor activities taking place outside of normal school hours. Contractors will not be allowed access without prior appointment-and only for essential activities. Contractors are to wear disposable gloves on arrival and social distancing measures are clarified with them on arrival.</p> <p>Visitor contact information is retained for 21 days to support the NHS test and trace programme (Visitor Audit/Questionnaire). This should include details of all visiting staff.</p> <p>Regular visitors / volunteers - Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. The school will stop all volunteers during periods of higher local / national restrictions.</p>		<p>An up to date Medical Needs spreadsheet is available on the drive for all staff. All IHPs are in place. All IHPs are on the drive for easy access but a copy is also held in school behind Gertie's desk)</p> <p>Governors - The scheduling of governor visits will be done such that the objectives of the visit can be achieved whilst minimising contact with staff and children. A greater proportion of visits may take place outside of the regular school day to help achieve this. When on site, where practical, conversations with staff and children will take place outside and classroom observations will be made through external doors</p> <p>Contractors - When making appointments, contractors are briefed of the requirements for social distancing and PPE and not to attend school if displaying symptoms of COVID19.</p> <p>Notices and information displayed in school.</p> <p>The location of items (e.g. signage, hand sanitiser stations, lidded bins in classrooms and in other key locations) is reviewed and cited with regard to site specific circumstances to ensure ease of use.</p> <p>Regular visitors / volunteers are briefed on the requirements for social distancing, risk assessment procedures and not to attend school if displaying symptoms of COVID19. Regular visitors will include: Jane Crudace (school nurse), Jane McCracken (artist in residence) and Luke Arend (horticulturist) and any SEND professionals visiting to support a child.</p> <p>All appointments with Health or SEND professionals are to be arranged in advance via the school office. Appointments with professionals and children are to take place in the shared area of each class base and not in the community room where possible. If the community room must be used it is to be cleaned before and after with those involved staying in one specified area. (Windows are to be open throughout.)</p>		
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	<p>Supply staff and other temporary workers can move between schools, but the number of visitors to the school should be minimised where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>Parents / carers and other visitors are limited.</p> <p>An additional precaution has been made to our very open front desk by sourcing a perspex screen to give additional protection to staff who work on the desk.</p> <p>General - General measures which been applied within school</p> <ul style="list-style-type: none"> ● grouping children together ● avoiding contact between groups ● arranging classrooms with forward facing desks ● staff maintaining distance from pupils and other staff as much as possible <p>Staff communicate to children regarding social distancing / personal hygiene etc. Government guidance on Guidance for full opening: schools is followed. Key issues include:</p> <p>Anyone displaying any symptoms of coronavirus are not permitted on the premises. high temperature, new, persistent cough, lack of smell or taste.</p> <p>Social distancing of 2m is applied throughout the school <u>where possible</u> (specific school/task risk assessments should be amended as appropriate).</p> <p>Seating/desk arrangements have been identified in offices, i.e workstations are socially distanced, & space has been allocated around equipment, such as printers.</p> <p>Reception/waiting areas are marked to identify social distancing and a process is in place for handling essential visitors to the site, for example, visitor passes and electronic sign-in devices are wiped down with</p>		<p>Health / SEND professionals to be provided with a copy of this Risk Assessment in advance of any meeting or directed to the school website.</p> <p>If a child is diagnosed Covid 19 positive and they have worked with any external professional in the previous 2 weeks then the professional is to be contacted and advised to self isolate and to get tested if they develop symptoms.</p> <p>All visitors coming into the school building are asked to hand wash or sanitise and to self declare their fitness to be in school. A poster will be provided with self declaration information and coronavirus advice. Where possible visitors do not enter the main reception and are escorted around the outside of school so that they only enter the bubble they are visiting.</p> <p>Admin/ Chef to hold discussions with suppliers and ensure they follow our social distancing measure when delivering eg distance markers. Chef Lynn to review the HACCP procedures and reopening food business https://www.food.gov.uk/business-guidance/hazard-analysis-and-critical-control-point-haccp https://www.food.gov.uk/business-guidance/reopening-and-adapting-your-food-business-during-covid-19</p> <p>All staff and regular visitors are to have read the specified government guidelines and this risk assessment and discussed concerns / questions with a member of the SLT and any necessary adaptations made.</p> <p>All children, staff and visitors must adhere to social distancing guidelines and this risk assessment at all times. They must also ensure that hands are washing or sanitised before entering and when leaving each class / bubble area.</p> <p>There are two banana bathrooms on the yard which will be kept until further notice to allow additional toilets for Y4 and Y5 to use. A mains electric cable has been organised to provide hot water for the autumn.</p>	
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	<p>disinfectant. The visitor remains in the porch area and is signed in by staff on reception then escorted around the outside to the area then need to work in.</p> <p>Pupils clean their hands regularly, including when they arrive at school, return from breaks, change rooms, before and after eating, after sneezing or coughing. Washing hands thoroughly for 20 seconds with soap and water and or use of alcohol hand rub or sanitiser.</p> <p>Hands to be sanitised on entering. Sanitisers available around school and barrier cream available for anyone with irritated skin. Skin friendly wipes may be used for younger children. School nurse and local pharmacist advice has been sought to provide approved hand cream for pupils to use after their hands have been dried every time for those with cracked hands, or when needed by others. Parents informed online of this with an option of bringing their own. There will be careful supervision of hand sanitiser given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. These routines will be built into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.</p> <p>Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach. Disposable tissues are provided in each classroom along with lidded bins for used tissues and other waste. This waste is double bagged and disposed of.</p> <p>Arrangements have been put in place for safe disposal/storage of face coverings if worn - disposable masks to be put into a bin bag in a lidded bin, reusable covering to be placed by the pupil into a bag to take home.</p> <p>Cleaning frequently touched surfaces often using standard cleaning products such as detergents and bleach (if appropriate)</p>		<p>All toilets to be cleaned additionally over the lunchtime period, all urinals will continue to be removed from use in all KS2 bathrooms.</p> <p>The three hand wash stations outside will remain in use but offered out to all pupils to use at any time but preferring designated use on a regular basis. The hand wash sinks outside are prioritised for cleaning before and after every use, ie after the morning arrivals, after the morning playtimes, after the end of the day. Continue to be sensible about using either hand wash stations or hand gel sanitiser - there is no need to use both one after the other.</p> <p>Hand Sanitizer - hand sanitizers purchased is at least 60% alcohol, however, it is better to wash with soap and water when available for a minimum of 20 seconds.</p> <p>If needed, make sure barrier cream is dispensed by the adult only so no cross contamination occurs.</p> <p>Tissues - all tissues must be double bagged and stored for 72 hours before adding to general waste. Any rubbish from Monday, Tuesday or Wednesday will need to be stored in the clinical waste bin and put in the next week's waste. Bins containing tissues to be emptied throughout the day.</p> <p>All classrooms and teaching areas are cleaned at the end of every day with Selgiene Ultra. Tables wiped down before and after lunch with appropriate cleaner.</p> <p>Deep cleaning of high risk frequent touch points takes place two or three times daily as and when needed alongside usual cleaning arrangements. Deep clean includes washing of all hard surfaces, every evening cleaning doors and handles with antibacterial wipes, each morning cleaning doors, fingerprints sensors and ipads. Night - all soap dispensers and hand towel dispensers. Everything that is touched will be sanitized daily. Wipes made available (stored out of children's reach) in all teaching areas to wipe hard surfaces. Clear guidelines on hand washing and using sanitizer.</p>	
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	<p>Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables.</p> <p>Entries and exits are allocated to each group and times of leaving and entering will continue to be staggered. Parents will be asked to leave the premises immediately after dropping their child off and to maintain a 2m distance between each other.</p> <p>Doors which need to be used internally for access propped open if not fire doors. Doors that have been propped open to aid circulation when occupied should be closed when the room is empty to avoid contamination.</p> <p>Wash hands posters displayed at wash basins and symptoms posters.</p> <p>Staff messages shared through whole school bulletins.</p> <p>Equipment will be wiped 2-3 times a day All soft furnishings, soft toys will be removed leaving hard cleanable surfaces. Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</p> <p>Face coverings</p> <p>Face coverings are worn when required under national or local rules (in areas classed as High or Very High risk) or where use has been risk assessed as being required model risk assessment on use of face coverings In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>The WHO now advise that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area.” If the risk is high or very high the principal has the discretion to consider allowing Y6</p>		<p>All equipment including phone, Ipads, Chromebooks, should be wiped after being used and again before being used to reduce risk of cross contamination.</p> <p>Cleaning schedule - cleaners have set rooms, cleaners to get changed when they arrive at school and before they leave. They must wear a mask, gloves and apron for cleaning toilets as aerosols can be released into the air and remove these as directed in video.</p> <p>Children will finish early on a Friday by 2.05 to allow for a deep clean of all areas and 72hrs before returning.</p> <p>All classes will enter through the classroom external door so ensuring that they go into no other room. Year 4 who are based in the hall will have to enter and leave through the staffroom and Reception children will enter and leave school through the community room. LD will be on the door to welcome the children and CS will be inside with the group on the carpet. No parents are to enter the community room so there is no increased risk from this. The children will not have the need to touch tables / surfaces but if they do these can be wiped quickly by LD/CS.</p> <p>Children in KS2 should try to maintain social distance from others where possible e.g. they will not be able to socially distance from the person they sit next to in class but can stay a safe distance away from others where possible.</p> <p>Additional outside bathroom for Y5 so Y5/6 toilets and sinks are only used by Y6, and Y5 use all outside facilities. Year 5 then stick to the classroom shared area and have no need to go through the kitchen / cloakroom area.</p>	
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	<p>children to wear a mask. Staff can wear clear face visor in class where it is difficult to maintain 2m social distancing. This allows children to still see the face / mouth. Staff need to wash their visors every day with hot soapy water.</p> <p>Parents and staff are required to wear face masks when dropping off and collecting children whilst local / national restrictions are higher e.g. Tier 3, National lockdown. All visitors (unless exempt) are required to wear face masks. Public Health England does not (based on current evidence) recommend the use of face coverings for primary school pupils. This evidence will be kept under review. They are not required in schools as pupils are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face shields allow younger children to still see facial expressions and lip movement.</p> <p>The safe removal of face coverings should be communicated to pupils who choose to use them on the way to school.</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html</p> <ul style="list-style-type: none">• Untie the strings behind your head or stretch the ear loops• Handle only by the ear loops or ties• Fold outside corners together• Place covering in the washing machine (learn more about how to wash cloth face coverings)• Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing. <p>Any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the guidance on cleaning for non-healthcare settings.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p>				
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		<p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided. However, when the covid risk is high or very high the Principal has discretion to decide if they should be worn.</p> <p>The guidance states that staff should ensure that they sustain social distancing with the children as far as practically possible so please be aware of this when teaching, and managing your classrooms. (Obviously an easier ask for older primary children than those in our younger year groups!)</p>								
5. Risk of staff contracting covid 19 during holiday time	Staff, children	<p>If national restrictions allow, staff may be travelling abroad during holidays. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p> <p>As would usually be the case, staff will need to be available to work in school from the start of term. There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p>	5	4	20	<p>School leaders emailed staff to discuss leave arrangements with staff before the holidays to inform planning for the next term.</p> <p>Staff asked to respond to ALM via email. A list will be compiled each holiday of all holidays planned movements, so checks can be made if necessary due to quarantine regulations or local lockdowns and risk assessed / actions taken.</p> <p>Staffing may need to be reviewed in the light of any Covid 19 changes / quarantine rules / tier restrictions or local lockdowns.</p>	3	5	15	
6. Unable to achieve social distancing - All teaching /classroom activities; early	Contracting coronavirus - staff and pupils, passing onto vulnerable persons	<p>Cohort (bubble) Groups (see also H&S briefing for Heads)</p> <p>The school has cohorted groups so that staff and pupils generally only mix with others in a consistent group and keep away from other people/groups as much as possible. Contact with other groups is brief and transitory only. Group sizes are kept as small as possible, taking</p>	5	4	20	<p>Review Guidance for full opening: schools Planning guide for early years and childcare settings</p> <p>Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak</p>	2	4	8	



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<p>years, and primary</p>	<p>into account delivery of the curriculum, and are detailed below (enter school specific detail; the following is given as guidance):</p> <ul style="list-style-type: none"> ○ EYFS - Setting should still consider how they can minimise mixing between groups, however they can return to normal group sizes. ○ Key Stage 1 & 2 - Full class sized cohorts (if possible) <p>A record is kept of staff/pupils within each group, seating plans and any close contact between different groups in the event of an outbreak of Covid19.</p> <p>Social Distancing As the school is fully open to all year groups, it is accepted that social distancing cannot always be achieved (especially for younger children). However, it should be applied wherever possible. For older children and staff this is more achievable and should be more robustly implemented. The general arrangements below have been put in place to mitigate the risk where distancing cannot always be achieved.</p> <p>General arrangements</p> <ul style="list-style-type: none"> ● Pupils are encouraged in a developmental / age appropriate way to adopt good hand and respiratory hygiene, to maintain suitable distancing and to report if they are unwell. KS2 children can be regularly reminded not to hug one another, nor to keep touching mouths, eyes and faces. Continue to maintain high expectations of good hygiene practices. ● Staff explicitly supervise health and hand hygiene arrangements for younger children and those with additional needs. Measures are in place to ensure more independent older pupils are following good hygiene practices. ● Staff informally monitor for presence of symptoms. Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). ● Regular cleaning initiated (see below). ● Where possible the same teaching staff work with the same groups. The school has cohorted groups so that pupils only mix in 1 small consistent group and keep away from other people/groups. Contact with other 			<p>Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day]. Communication happens between CVPS and Little Angels to ensure consistent groups are maintained and any covid cases reported and actioned. Further guidance is available below: Guidance for full opening: schools - Wraparound provision and extra curricular activity</p> <p>Access rooms directly from outside where possible.</p> <p>No sharing of stationery etc.</p> <p>Government guidance states that schools should not put rotas in place.</p> <p>KS1&2 classrooms should be arranged with forward facing desks and staff maintaining 2m distance from pupils and other staff as much as possible. No social distancing between pupils is required but is still encouraged. The Y1 class will not be sat in rows or facing the front as this presents educational and logistical challenges for some of our youngest children.</p> <p>Registers completed on Integris and sent to office and communicated to SLT within 15 minutes of the start of the day.</p> <p>Children receive group updates on the importance of handwashing, the importance of not touching their own faces, and the importance of minimising hand to mouth contact.</p> <p>School menus reviewed to limit the amount of finger foods that are on offer through the typical rolling menu. Cutlery and serving spoons are washed through the commercial dishwasher twice daily, and napkins are used when passing serving spoons around for self serving. Plastic knives and forks used. No cookery lessons to take place. Lunch will be brought to the children's bubbles. All pupils continue to be given the usual hot school meals. Catering See guidance for</p>	
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		<p>groups is brief and transitory only. Although adults can move between bubbles this must be limited as much as possible</p> <ul style="list-style-type: none">• Where possible, the same groups are taught in the same classrooms. Each group will be allocated a space in school e.g. a whole classroom, space in the hall where they will do all their lessons and eat their meals.• Workspaces will be allotted to each child with a named seat, table and equipment. Children will use the same desks each day and they are cleaned between use. Pupils will be seated side by side and facing forwards, rather than face to face or side on. Unnecessary furniture has been moved out of the classroom. The teacher is to be at the front maintaining 2m distance wherever possible.• Timetabling has been reviewed to stagger school activities (PE, Outdoor Learning, assemblies, break times, lunch, pick up/drop off) to reduce movements and incidence of group mixing, including parents.• Equipment use has been revised and measures to prevent simultaneous (as well as cleaning, below) use and reduce consecutive use have been introduced.• Where possible areas will be well ventilated, doors propped open (where safe to do so, taking into account fire safety and safeguarding) to limit use of door handles.• In order for children to be taught RWI, which is essential phonics catch-up, in KS1 the Y1 and Y2 bubbles will be classed as one bubble of 37 children for the first 30 minutes of the day and will move between the Y1 and the Y2 classrooms only to facilitate this.• The children in Y5/6 will become one bubble during Forest School - as we will be grouping them separately in three groups (Y6, Y5/6, Y5). However, as they are outside the risk of infection is reduced and social distancing should still be maintained. If a child in the mixed Y5/6 bubble becomes ill with suspect Covid 19 the mixed bubble will have to self-isolate along with the Year group bubble which the ill child is in.• Tape will indicate 2m spacing in corridors and pathways, and as a guide for adults to keep 2m away from pupils at the front of the class.			<p>food businesses on coronavirus (COVID-19). Children in older age groups will be supervised during lunch by an adult who will only enter the bubble in cases of extreme emergencies when children are otherwise put at risk.</p> <p>The Y1/Y2 children will work in mini mixed bubbles for RWI. If a child in the mini bubble becomes ill with suspect Covid 19 the mixed mini bubble will have to self-isolate along with the Year group bubble which the ill child is in.</p> <p>When children are ready to go outside at playtime and lunchtime in particular, they are to be walked out by the bubble leader. This is particularly important when children are going into a playground space that may not yet be vacated by the last group. The bubble leader must make sure that the children are lining up waiting to get onto their designated play space and not enter it until it is empty and they have been given permission to do so by an adult. No children should be running out to play unsupervised. Designated play areas will be rotated to allow children access to the full playground resources.</p> <p>Staggering lunch breaks - children and young people should clean their hands before and after eating. They will remain in the class bases for lunch. Tables should be cleaned before and after eating. Staff will wear face shields, aprons and gloves when serving.</p> <p>Lunch for staff will continue in the spaces they have been given to date to minimise cross contamination between bubbles. To cut down movement of staff and numbers of staff in office, the extra photocopier has been moved to a different area. (A new photocopier is on order.) Photocopiers are to be wiped down before and after each use.</p> <p>If a member of staff leading a bubble is absent for any reason then that bubble should not have to close as adults can now teach any bubble. If there was not a spare adult to do this then unfortunately the bubble may have to close.</p>			
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		<ul style="list-style-type: none"> ● Staff are now allowed to have appropriate access into all bubbles. Adults can be used across two bubbles for PPA cover, volunteers, student teachers, and specialist teachers (such as Luke our horticulturist and our new artists in residence) can all come into school to provide expert teaching to the children. ● Principal will continue to need access to the whole school (especially as DSL) to ensure procedures are adhered to and children are safe. She is to limit time in the bubbles to the minimum time necessary, remain at 2m distance at all times and not touch anything. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. ● Timetabling has been reviewed to stagger school activities (PE, Outdoor Learning, assemblies, break times, lunch, pick up/drop off) to reduce movements and incidence of group mixing, including parents. ● Equipment use has been revised and measures to reduce simultaneous (as well as cleaning, below) use have been introduced. ● Where possible areas will be well ventilated, doors propped open (where safe to do so, taking into account fire safety and safeguarding) to limit use of door handles. Windows are to be open in all rooms. ● Behaviour policies reflect the respect we always require from the children and any contraventions to the necessary procedures will result in the usual warnings and sanctions being delivered. All classes reviewed those rules with children when they start in their new learning spaces and display expectations clearly in their class spaces. ● Communications with parents will clarify the new behaviour rules and expectations especially around Covid 19 safety procedures. ● Share and discuss with pupils the new behaviour rules / expectations immediately 			<p>Full uniform is expected from all pupils. Coats will be placed on the back of each child's chair, and all school forest school hoodies will be available as an alternative to coats and are laundered within school or via the school launderette.</p> <p>A dummy run fire drill (no alarm, no time pressure) will take place, so that children and staff know how to get from their new bubbles to the assembly point and how to socially distance themselves from other bubbles and adults once there. Practice drills to continue as necessary.</p> <p>Staff provided with plans for prepping document with specified tasks on.</p> <p>All staff to complete free on-line course https://www.virtual-college.co.uk/courses//prevent-covid-19-free-training covering</p> <ul style="list-style-type: none"> ● The symptoms of COVID-19 and what to do if you display them ● Personal hygiene measures to prevent COVID-19 ● What businesses should be doing ● Tips for social distancing and self-isolation ● Best practices for work (home & on location) <p>Confirmation of completed training at end of this RA.</p> <p>All new staff and trainees to complete the above course as part of their induction.</p>			
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		<ul style="list-style-type: none"> Any child struggling to return to new routines and follow safety guidelines will be supported in an appropriate way for their age taking into account any SENDs. Fire drills still need to be carried out in accordance with regulations. Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). All class bases, offices and communal areas now have phones and contact with the front office (200). Handsets and phone base is to be cleaned after each use. <p>Principal (and vice principal in her absence) will continue to need access to the whole school (especially as DSL) to ensure procedures are adhered to and children are safe. She is to limit time in the bubbles to the minimum time necessary, remain at 2m distance at all times and not touch anything.</p> <p>The Vice Principal and possible members of the SLT will need to access classes to perform lesson observations. Visors will be worn and the time will be limited as much as possible.</p>								
<p>7. Use of shared learning spaces by different cohort (bubble) groups and teaching of practical activities</p>	<p>Contracting coronavirus - staff, pupils, public</p>	<p>In addition to the arrangements above, the following measures are in place for use of shared learning spaces/teaching of practical subjects:</p> <ul style="list-style-type: none"> Activities undertaken are reviewed to allow teaching to take place in assigned class space wherever possible. Where this isn't possible and practical activities are required to take place in classrooms shared between bubble groups (e.g. Learning Pod), frequently touched areas, desks, chairs etc and any shared equipment are cleaned between bubble group use (or left for 48 hours, 72 hours for plastics). <p>Staff have reviewed lesson plans and risk assessments are in place for use of practical areas and for activities taking place e.g. PE, music, domestic science, art etc</p>	5	4	20	<p>PE activities are carried out in line with Guidance for full opening: schools (which signposts to all relevant other publications) . Schools must only provide team sports on the list available at return to recreational team sport framework.</p> <p>Music - activities are undertaken in line with Guidance for full opening: schools and working safely during coronavirus (COVID-19): performing arts. A separate risk assessment is in place.</p> <p>Science - practical work is in line with CLEAPSS Guide to doing practical work during the COVID-19 pandemic. Risk assessments are in place.</p>	2	4	8	



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<p>8. Essential specialist equipment (hearing aids and cochlear implants) which are used by members of staff and pupils to support students with a hearing impairment</p>	<p>Specialist equipment being a Covid-19 infection risk as they are worn by students with a hearing impairment and will sometimes need to be touched by members of staff (e.g. for trouble shooting or changing batteries)</p>	<ul style="list-style-type: none"> • Advice and guidance provided by the Sensory Support team on checking, cleaning and changing hearing aid. Advice has been shared with key staff but all documents are available on the drive in CVPS Virus folder and SEND Sensory Support Folder. Any problems contact SENCo. • Handling equipment will be minimal. Therefore, staff will avoid listening checks with a stetoclip for now; instead, do a simple Ling sound check at a distance of 2m (seek advice from Sensory Support staff if necessary.) • Staff to handle hearing aids or cochlear implant speech processors with gloves or washing hands before and after handling • Children are not to use the hearing aid puffer within school. 	2	4	8	<p>The advice is not ideal for students with a hearing impairment but for now, keeping safe from Covid-19 is our first priority.</p> <p>Families have been advised by Sensory Support Staff that their child's equipment may not be checked as frequently or in the same way as previously; that as always, it is important to ensure that their child's equipment is in good working order at the beginning of the school day and that it is parents' responsibility to clean their child's equipment when their child returns home from school.</p> <p>School need to ensure that staff have access to gloves, hand washing facilities or hand sanitising products to use before and after handling any hearing devices</p> <ul style="list-style-type: none"> • Keep the student with a hearing impairment as close as is safe to the teacher • Keep background noise to a minimum • If you are wearing a mask or a visor, ensure that it is of clear, fog-proof material so that the student with a hearing impairment can see your mouth 	2	3	6	
<p>9. Outdoor education on-site and off-site visits</p>	<p>Contracting coronavirus - staff, pupils, public</p>	<p>General control measures listed by this risk assessment are implemented as far as they are able to ensure that the risk of virus spread for both staff and children is as low as possible.</p> <p>The NCC Guidance for Outdoor Education - Schools & Establishments during COVID-19 for Planning Safe Activities is followed. Located within the Resources Section on the Evolve system under "Guidance".</p> <p>We are now able to undertake educational visits following all normal risk assessment procedures and most up to date covid 19 guidance at that time.</p> <p>Principal to ensure appropriate insurance arrangements are in place.</p>	4	4	16	<p>Note DfE and ECO advice and OEAP National Guidance.</p> <p>On site activities: where risks are significant or are not already covered with another risk assessment the activity must be subject to a written risk assessment.</p> <p>No off-site residential visits will take place at this time.</p> <p>Current arrangements with forest school will continue as planned. Then we will be likely to share the badge planning between other staff so that you keep the grouping of children throughout the whole of the first term.</p> <p>In the autumn term, the school was allowed to resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. This advice has be superseded by the Tier system and local / national lockdowns. Non-overnight domestic educational visits will depend on the location of the</p>	2	3	6	



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						visit, the restrictions in that area and the restrictions place on the Cramlington area at the time of planned visit.			
10. Play activities	Contracting coronavirus - staff and pupils	<p>Existing school play activities risk assessment has been reviewed against government advice and shared with staff.</p> <p>Break times are no longer staggered as we are confident that children all have separate handwash facilities and have been allocated a separate play space for the week and bubbles do not mix. Lunch times are staggered EYFS/KS1 first sitting and KS2 second sitting(including lunch), so that children are not moving around the school at the same time. Zones have now been created to allow children outside together.</p> <p>If any handwash facilities need to be shared - they are to be wiped down daily between class use - with attention to main contact points such as taps, dispensers, etc. Staff should be cautious about moving their children into a space and ensure that bubbles are kept apart - as they do currently.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Multiple cohorted groups do not use play equipment simultaneously. Each class has its own bag of outdoor play equipment. The larger adventure play equipment, is allocated to a bubble for the week. It is cleaned on a Friday leaving 68+ hours before it is reused.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned if shared.</p> <p>It is recommended that pupils limit the amount of equipment they bring into school each day, to essentials</p>	4	5	20	<p>There is no need for any pupils to use shared corridors or spaces once they arrive into their classes, apart from Y4 children going to their allocated toilet via the staffroom.</p> <p>Outdoor area to be sectioned off into zones and zones allocated to small groups. Ashleigh to plan the rotation and share with staff. Consideration needs to be given to the poor drainage of the field, the use of wellies and the use of the field for the daily mile which is increasing the muddiness.</p> <p>EYFS and KS1 finish earlier - with staggered drop off and pick up times preventing families from overlapping at the school gates.</p> <p>Before and after school care Guidance stipulates that where possible those providing childcare should minimise cross infection between classes and year groups. Principal will speak to Little Angels to ensure that we have as much in place as possible to minimise risks when children attend Little Angels. Little Angels will be using bubbles so that the same groupings can be used in the club, reflecting the school's.</p> <p>Outside PE is stated as preferable, due to the impact of exercise on breathing patterns, and so we have decided to promote outside learning activities in all autumn PE sessions. Statutory commitment to physical activity has increased to 30 minutes daily when in school (daily mile 20 mins, and outdoor play 45min + 15min) which reflects current school identified needs too. One 1 hour outdoor PE session each week plus an afternoon of Forest School.</p> <p>It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</p>	2	3	6



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		<p>such as hats, coats. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. Children in EYFS/KS1 may be able to take home reading books and return them to school where they will be stored for 72 hours before touched. In times of high or very high risk this will stop and children will have to access reading books through MyOn like KS2 and Oxford Owls and phonic resources on Tapestry.</p> <p>All soft furnishings, soft toys and toys that are hard to clean have been removed from classrooms with the exception of curtains that section off the shared areas.</p> <p>Children should not get changed for PE other than trainers and hoodies which are to be kept at their workspace.</p>								
<p>11. Use of communal areas - toilets, corridors, sports halls, dining hall, outdoor spaces, staff room, offices</p> <p>Staff use of communal areas/working with different groups.</p> <p>Use of supply teachers and temporary workers</p>	<p>Contracting coronavirus - staff pupils, visitors, parents/carers</p>	<p>Class changeover times are staggered to reduce the level of circulation throughout school at any one time. No internal routes are shared as all classes are accessed by the children via external doors. No areas are shared another than EYFS sharing the pod for lunch and Y1/2 sharing the space for RWI. (One-way circulation routes in and out of school grounds is in operation with people entering via the north gate and leaving by the Little Angels gate. Staff will be out to direct families).</p> <p>To reduce numbers in the main entrance area outside school, Y4 will now enter and leave using the extra side gate approximately 70m further west along from the north facing gate. Staff will be out to direct the children but family members are to remain outside of the school grounds when dropping off and collecting.</p> <p>Assemblies take place virtually, in their allocated classroom spaces.</p> <p>Lunch breaks are staggered as is normal practice with EYFS/KS1 having lunch first sitting and KS2 second sitting. However, all meals are served in the children's</p>	4	5	20	<p>Review and apply the guidance for working safely in offices if applicable (e.g receptions and shared offices)</p> <p>Offices and contact centres - Working safely during coronavirus (COVID-19) - Guidance</p> <p>When reviewing areas/spaces consider: Widening routes where possible. Removing unnecessary obstacles. Signing and communications: - markings/signage at entrances - movement intersections. - encouraging people to wait and allow others to pass One-way movement. Separate entry and exit routes. Enlarge access and exits.</p> <p>Accommodate extended queuing: - Defined queue areas - "Do not join the queue" when capacity reached signs Closure of vehicle traffic routes to pedestrianise (permanently or temporarily).</p>	2	4	8	



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	<p>allocated classroom. All tables are cleaned before and after use. Children clean their hands before and after eating (younger children are assisted with this). Children will remain in the same seating position for lunch as they have for lessons. EYFS groups are kept apart and tables cleaned between each group. Children should be brought their lunch in their classrooms</p> <p>Arrangements are in place to ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. Children have allocated toilets which they share with the same children to minimise cross contamination. Toilets are all allocated to one bubble with 2 outside toilet blocks for Y5 and Y4. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. Markers on the floor to keep children apart and do not join the queue if past this point signs.</p> <p>Halls, dining areas and internal and external sports facilities (trim trail) will not be used, with exception of the hall which will become a classroom but no one can pass through it.</p> <p>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohort groups.</p> <p>Staff breaks are staggered to avoid congestion in staff room / shared areas. The community room has also been allocated for staff breaks. EYFS/KS1 to have lunch in the community room. KS2 staff to have lunch in the staffroom. Office staff to have lunch at desks or in community room. The numbers of staff in either room at anyone time has been reduced and staff have been allocated a specific area to use for their breaks. Staff are to ensure they follow social distancing in these areas with windows open and sitting at least 2m from each other. These areas are cleaned more regularly and have cleaning materials available in the room for any staff member to use before they eat. Shared crockery/cutlery has been removed and staff use their own equipment.</p>		<p>Deliveries. People with additional needs. Use of stewards.</p> <p>Revised provision of hand wash spaces with exterior hand wash stations have been installed outside Y3 and Y2.</p>			
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		<p>Individuals should bring their own cup / mug / plate / bowl / cutlery from home. These can be taken home and cleaned each night or they can be washed in the servery / staffroom. They must not be left in the sink or on the draining board but removed as soon as possible to individuals rooms. They must be put away safely and not stored in the staffroom / servery. Knives must be stored out of sight and reach of children. Kettles / microwave / fridge are to be cleaned before and after use.</p> <p>There are no shared offices. Measures are applied within the main reception area to implement social distancing where possible.</p> <p>Clear use and cleaning guidance for staff toilets are in place to ensure they are kept clean and social distancing is achieved as much as possible. Staff have been allocated a set toilet and wash basin to use. The main toilet door is to remain open at all times. Only one person in this small space at a time to ensure 2m distance, no other person should be in the cubicles / at washbasin those waiting should be waiting on the 2m spaced queue points outside.</p> <p>The 3 main CEV and CV staff are now using the medical room / accessibility toilet rather than the female toilets. This reduces the risk of a confined space and spores in the atmosphere. Male members of staff may continue to use this toilet or prefer to use the outside toilet as they see fit.</p> <p>Staff maintain 2m distance from pupils where possible (especially between adults and with older children). Face to face contact within 1m of anyone is minimised.</p> <p>Supply staff and other temporary workers can move between schools, but school leaders are to consider how to minimise the number of visitors to the school where possible.</p> <p>Temporary staff and visiting staff will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p>					
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		Review and implementation of longer term staff contracts/arrangements across a broader time period to minimise numbers of contacts.							
12. Provision of school meals service	Contracting coronavirus - staff, pupils	<p>The school kitchen will be fully open from the start of the autumn term and normal legal requirements will apply. Kitchen operations comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>Catering staff are aware of the content of this risk assessment and the measures required for use of communal staff areas have been implemented e.g for toilets/staff room/changing rooms. [see also section on use of communal areas for seating plans etc]</p>	4	5	20	<p>Risk assessments have been reviewed and updated where required (both for catering activities and dining arrangements in classrooms, including additional cleaning, placement of tables, bubble group use etc)</p> <p>Provision for FSM will be considered should year group or local lockdowns be instated.</p>	2	4	8
13. Parents /carers picking up/collecting pupils from school	Contracting coronavirus - staff, pupils, public	<p>Routes, layouts and congregation points have been reviewed and measures introduced to aid circulation so social distancing may be maintained. Queuing system and greeting process determined as appropriate to the setting and facilitates immediate hand wash on arrival. Drop off/collection times are staggered. (enter specific arrangements as to how this will be achieved). Staff briefed on the arrangements to be applied. Children, young people, parents/carers are advised:</p> <ul style="list-style-type: none"> • Not to enter the building if displaying any symptoms of coronavirus (COVID-19). • Only to attend one at a time • Of the designated pick up and drop off protocols (time, location, process) to minimise contact. • Not to gather at entrances, gates or doors unless have pre-arranged appointments. • In times of increase risk parents must wear face masks when in school grounds unless exempt <p>School digital communications channels used to engage and advise parents on protective steps being taken and associated requirements.</p> <p>Tell parents that if their child needs to be accompanied to school only one parent should attend and no siblings with the exception of no other options available. Staggered start will be in place for all groups (see plan). Parents to follow the one way system in through the car park gate and out through Little Angels gate, immediately. Children</p>	4	5	20	<p>Review Guidance & Checklist: Opening Schools for more children and young people: initial planning framework for schools in England</p> <p>An additional walkway has been implemented since Sept 8th that provides a safe walking path from the exit gate to the north side of the school avoiding the need to cross the road. Highways approved this 16.7.2020 and provided appropriate cones and road barriers to demarcate it.</p>	2	3	6



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		<p>greeted by a member of staff and children will be placed in groups no more than 30 with one adult who will stay together and not mix with other groups during the day</p> <p>Families are encouraged to travel to school by foot, cycling or private car. Families using public transport should refer to the safer travel guidance for passengers.</p> <p>Friday pinch point has been the collection of Y1/Y2 children. The collection of Y1/Y2 children separately will continue so families are only entering one at a time in a socially distanced way on school grounds.</p> <p>When increased restrictions mean no mixing between households then this prevents extended family or friends from collecting children. As a school we do not wish to put ourselves at risk by challenging known member of the extended family who do not live in the households from collecting their children. We have clarified the restriction on the newsletter (18.9.2020) and confirmed that it is breaking the law to collect or drop off children while the local restrictions are in force.</p> <p>Children can only be dropped off and collected at the designated times. Because of this if a child has a medical appointment that day they cannot attend school. This was shared with parents in a briefing in the summer term. This is continuing to protect those in school and reduce parents having to visit reception area.</p> <p>Staggered starts have been planned to reduce the number of adults and children at any one time and to avoid cross contamination. Punctuality is therefore essential at this time. If bubbles have closed children will be turned away if arriving after this time.</p>							
14. Use of School Transport (external provision only)	Contracting coronavirus - staff, pupils, transport provider	<p>Steps taken to ensure anyone who becomes symptomatic does not use School Transport.</p> <p>Areas under lockdown are avoided unless travel into/out of that area is essential.</p> <p>The school encourages pupils to walk or cycle to school where possible. For some families, driving children to</p>	4	5	20	Note 1: Children who are allocated to a specific cohort/bubble in school are not required to utilise school transport in those cohorts only. Children from different cohorts may share the same transport providing stated control measures are put in place. (N/A for CVPS children)	2	4	8



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		<p>school may be a preferable option and will be accommodated where safe to do so.</p> <p>The degree of public transport use by pupils is quantified so; a) staggered start times may be considered to enable more journeys to take place outside of peak hours and, b) to support the Local Authority in identifying where it may need to provide additional dedicated school transport services to depress demand for public transport and to increase capacity in the system.</p> <p>Providers have taken steps to adapt vehicle use in accordance with NCC School Transport Risk Assessment for Coronavirus to facilitate use of hand sanitiser where possible, social distancing and use of face coverings.</p> <p>A review has been undertaken by the school of dedicated transport use and consideration has been given to;</p> <ul style="list-style-type: none"> ● use of hand sanitiser upon boarding and disembarking ● one child has LA provided transport. They chose to wear a face mask during the journey. <p>The school has consulted the Local Authority School Transport team to support their implementation of transport arrangements and to plan the staggering of start and finishing times. Where applicable, consideration has been given to pupils using public transport to help them to avoid peak travel times and keep this to an absolute minimum. Arrangements for staggering times have been communicated to parents in advance.</p>				<p>Note 2: Children under the age of 3 should not wear face coverings. Children aged from 3-10 can wear face coverings if they are able to handle it as directed, but they are not required to.</p> <p>Stated measures to be reviewed upon publication of new guidance to local authorities on providing dedicated school transport that will build upon existing government guidance.</p>				
<p>15. Staff travelling to and from work.</p>	<p>Contracting coronavirus, spread of virus</p>	<p>Only use public transport if you have to; use alternative methods of transport where possible - car, bicycle, walking - maintaining social distancing where possible.</p> <p>Those using public transport are identified and encouraged to refer to governments safer travel guidance for passengers.</p> <p>When travelling by public transport:</p> <ul style="list-style-type: none"> ● Wear a face covering when using public transport if you can (not for use whilst in school) - surgical masks not required . 	4	5	20	<p>Review Guidance:</p> <p>How to wear and make a cloth face covering</p> <p>Coronavirus (COVID-19): UK transport and travel advice</p> <p>Passenger guidance</p>	2	4	8	



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		<ul style="list-style-type: none"> • avoid rush hours and busy times if you can • cover your cough or sneeze with a tissue, then throw the tissue in the bin • follow advice on social distancing • wash your hands often with soap and water for at least 20 seconds • if soap and water are not available, use an alcohol-based hand sanitiser 							
16. Children who are non-compliant / displaying challenging behaviour	Contracting coronavirus - staff, pupils,	<p>Children who are symptomatic do not attend school. Effective infection control strategies are in place including measures to minimise contact with those who become symptomatic whilst at school.</p> <p>Current school arrangements including behaviour policy, availability of trained staff and preventative approaches are reviewed/ updated taking account of suggested school rules within Government Guidance. Policy communicated to staff, children/pupils and parents/carers. Our behaviour policy and expectations remains the same.</p> <p>Those with challenging behaviour only remain in School where measures (e.g. behaviour management plan, workable de-escalation techniques, trained staff) are in place and there is certainty that they will be effective.</p> <p>All schools have access to NCC SEN Support Services to accommodate and support learners with SEND who are attending. Provision includes support in reviewing and determining reasonable adjustments within plans for EHCP learners.</p>	2	4	8	<p>For further information visit: NCC Local SEND Offering 0-25 yrs.</p> <p>All risk assessments and EHCPs are updated (as applicable) in line with the current COVID-19 situation. Where these are absent a person specific risk assessment is undertaken of those who pose a risk to others by virtue of known behaviours. Reviews relate to specific support staff and take steps to avoid conflict and situations known to increase anxiety and defensive behaviours.</p> <p>Advice given on the use of restrictive physical interventions by front line staff (available from Inclusive Education Services).</p>	2	3	6
17. Personal care activities	Contracting coronavirus or passing onto vulnerable or shielded children	<p>Social distancing is implemented where possible. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Staff know how to safely put on and take off PPE. PHE guidance on Putting on PPE; and Taking off PPE is followed by all staff undertaking personal care.</p> <p>In addition to standard infection prevention and control measures, staff undertaking personal care within 2m of a child also apply the general principles.</p>	4	5	20	<p>Specific PPE/training is required for staff providing personal care involving an aerosol generating procedure - advice is provided by the school nurse and a risk assessment produced.</p> <p>School has the necessary PPE equipment in place. Carla has ordered additional PPE - gloves, fluid resistant surgical masks, aprons and visors. She will continue to monitor levels of PPE being used and order more as is necessary. (A set of 100 packs are stored in the medical room cupboard and the community</p>	2	3	6



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		Any queries are directed to the school nurse. Jane.crudace@villageprimary.org				<p>room) PPE requests/shortages in PPE are raised with the Principal / School Business Manager.</p> <p>PPE to be worn if a child is symptomatic.</p> <p>Staff PPE - if staff are required to wear personal protective equipment they must put it on and take it off correctly. Video to be shared for training purposes. Pictorial guides on how to put on and remove PPE have been added into the CVPS folder under section 6 Risk Assessment.</p> <p>Video link to how to put on and remove PPE. https://youtu.be/-GncQ_ed-9w</p>			
18. Flammable vapours from alcohol based hand sanitiser	<p>Ingestion of hand sanitiser.</p> <p>Alcohol vapours ignited resulting in burns to hands</p>	<p>Always wash hands with soap and hot/warm water wherever possible.</p> <p>Where hand sanitizer is used, it contains a minimum of 60% alcohol. It is kept out of the reach of children and used with staff supervision due to the risk of ingestion. A safety data sheet and COSHH risk assessment are in place for its use.</p> <p>When using alcohol based hand sanitisers make sure all liquid is evaporated before smoking, touching any electrical equipment or metal surfaces which may result in a static shock, or any other source of ignition.</p> <p>Skin friendly skin cleaning wipes can be used as an alternative [these should still contain alcohol to be considered as effective as sanitiser]</p>	2	4	8	<p>Bulk supplies of alcohol gel are stored appropriately as flammable substances and the fire risk assessment has been updated accordingly.</p> <p>School has a full supply of sanitisers. It is topped up daily and amounts monitored by the site manager and orders placed to replenish when necessary.</p> <p>School sources a backup of sanitiser to be used in extreme circumstances so that we can be compliant with maintaining infection control.</p> <p>Children in KS2 have their own small bottle of handsanitiser on their desk / in their tray.</p>	2	3	6
19. Insufficient cleaning /exposure to virus on objects /surfaces	Contracting coronavirus	<p>Increased cleaning to take place using standard cleaning products; additional cleaning hours/resources have been arranged with the priority being for frequently touched areas/communal areas and shared teaching spaces. Cleaning staff are briefed on the amended cleaning schedule, and records kept of cleaning undertaken. In particular, objects and surfaces that are touched regularly are frequently cleaned and disinfected. This will include toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, play equipment etc. Poster on cleaning regimes produced by PHE is displayed for the benefit of staff and children. Site Manager is to access all areas of school to ensure that cleaning routines are being</p>	4	5	20	<p>A supply of antibacterial wipes /alcohol gel is made available in school (including classrooms) to encourage staff/ pupils to help maintain cleanliness in personal work areas.</p> <p>Cleaning products used in teaching areas etc are those normally used by cleaning staff - a safety data sheet and COSHH risk assessment are in place for each product.</p> <p>PPE requests / shortages in PPE are raised with the Principal / School Business Manager.</p>	2	3	6



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	<p>followed and that the whole school is safe and fit for purpose paying particular attention to this risk assessment advice.</p> <p>Steps are taken to limit resources that are taken home by staff and pupils. Marking policies have been reviewed with emphasis on the use of visualisers, self- marking and verbal feedback. Staff wash hands if handling pupils homework/books.</p> <p>A review has been undertaken to remove soft furnishings, soft toys and toys/equipment that are hard to clean (such as those with intricate parts).</p> <p>Classrooms (including the EYFS pod) are cleaned daily. Where classrooms are shared (practical lessons), the room and equipment is cleaned between different group use. Bins for tissues are emptied throughout the day. Rooms are well ventilated with windows being kept open. Where doors are propped open to aid ventilation, these are in line with fire safety and safeguarding requirements.</p> <p>Where there is a suspected or confirmed case of COVID-19 within the school, the school procedure for dealing with this scenario is implemented, which incorporates the PHE guidance on 'cleaning and waste' (ensure cleaning products used comply with this guidance). Staff wear disposable gloves and aprons as a minimum. Hands are washed with soap and water for 20 seconds when all PPE is removed. NCC PPE Risk Assessment</p> <p>Staff know how to put on and take off PPE correctly: PHE - Putting on PPE; PHE - Taking off PPE</p> <p>See also sections on Pupils and staff displaying symptoms of coronavirus whilst at school.</p> <p>School should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice.</p> <p>If anyone in the household develops a fever or a new continuous cough they are advised to follow the</p>		<p>Site manager and business manager ensure stock levels are replenished as and when needed to assure supply, visiting local suppliers first thing in the morning and clarifying when deliveries are due.</p> <p>Pedal bins have been purchased to avoid the need to use the bin lid to place potentially infected, dirty hands onto the bin.</p> <p>Bleach should be avoided and a suitable alternative product(s) used. If schools are advised to use a bleach based product, only bleach <u>sprays</u> should be used. It's use must be strictly controlled and it must not be mixed with other cleaning products due to the risk of chlorine gas being liberated. The safety data sheet and COSHH risk assessment must be in place prior to use and shared with staff. See sample COSHH risk assessment</p> <p>Letter sent via email, Facebook and on the school website, explaining symptoms and testing procedures.</p>	
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	<p>COVID-19: guidance for households with possible coronavirus infection guidance (which states that the ill person should remain in isolation for 10 days and the rest of the household in isolation for 14 days).</p> <p>Any child arriving at school with symptoms will be turned away immediately and advised to self isolate and arrange testing. The child should remain at home until 14 days has passed since the first symptoms or until a negative test result. No staff should come to school if they or their family are displaying symptoms. They should stay at home and contact ALM or AH to arrange a test. They should stay at home until the test result is negative or they are well enough to return. School reminds families of notification procedures that have been publicised to families so that they are aware of the need to follow directed procedures to be able to access NHS advice when necessary. Children in EYFS accompanied by parents - so parents can be asked if any symptoms show up in the children each day.</p> <p>IF YOU HAVE A POSITIVE TEST: Self-isolate for at least 10 days You should self-isolate for at least 10 days if:</p> <ul style="list-style-type: none">• you have symptoms of coronavirus and you tested positive, had an unclear result or did not have a test• you tested positive but have not had symptoms <p>If you have symptoms, the 10 days starts from when they started. If you have not had symptoms, the 10 days starts from when you had the test. But if you get symptoms after your test, self-isolate for a further 10 days from when your symptoms start. Stop self-isolating after 10 days if you feel OK You can stop self-isolating after 10 days if either:</p> <ul style="list-style-type: none">• you do not have any symptoms• you just have a cough or changes to your sense of smell or taste – these can last for weeks after the infection has gone <p>Keep self-isolating if you feel unwell Keep self-isolating if you have any of these symptoms after 10 days:</p> <ul style="list-style-type: none">• a high temperature or feeling hot and shivery• a runny nose or sneezing					
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	<ul style="list-style-type: none"> • feeling or being sick • diarrhoea <p>Only stop self-isolating when these symptoms have gone. If you have diarrhoea or you're being sick, stay at home until 48 hours after they've stopped.</p> <p>IF YOU LIVE WITH SOMEONE WHO HAS SYMPTOMS OR TESTS POSITIVE: Self-isolate for 14 days You should self-isolate for 14 days if you live with (or are in a support bubble with) someone who:</p> <ul style="list-style-type: none"> • has symptoms of coronavirus and tested positive, had an unclear result or did not have a test • tested positive but has not had symptoms <p>This is because it can take 14 days for symptoms to appear. The 14 days starts from:</p> <ul style="list-style-type: none"> • when the first person in your home or support bubble started having symptoms • the day they were tested, if they have not had symptoms – but if they get symptoms after they were tested, self-isolate for a further 14 days from when their symptoms start <p>Stop self-isolating after 14 days if you do not get symptoms You can stop self-isolating after 14 days if you do not get any symptoms. Keep self-isolating and get a test if you get symptoms Get a test to check if you have coronavirus if you get symptoms while you're self-isolating. If your test is negative, you should keep self-isolating for the rest of the 14 days. If your test is positive, you should self-isolate for 10 days from when your symptoms started. This might mean you're self-isolating for longer than 14 days overall.</p> <p>IF YOU'VE BEEN TOLD TO ISOLATE BY TRACK AND TRACE Self-isolate for 14 days If you've been in close contact with someone who has coronavirus, you may get a text, email or call from the NHS Test and Trace service. They may tell you to self-isolate for 14 days.</p>			
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		<p>Find out what to do if you're told you've been in contact with a person with coronavirus.</p> <p>If you and your household are isolating because you are experiencing coronavirus symptoms, you and your household are able to end self-isolation early if you receive a negative test.</p> <p>However, if you are isolating because you live with someone who has symptoms, you must continue to isolate for 14 days even if you receive a negative test. You may only end isolation early if the person with symptoms in your household receives a negative test.</p> <p>If you are isolating because you have been contacted by NHS Test and Trace or because you are required to under public health measures at the border, you must continue to isolate for 14 days even if you receive a negative test.</p>								
20. Staff displaying symptoms of coronavirus whilst at school	Others contract virus.	<p>Schools follow the process detailed in the NCC flowchart “Managing Covid-19 in Northumberland Schools and settings” and complete the report form in relation to the symptomatic person (both for staff and pupils). Once test result is known the form should be updated with this information.</p> <p>Principal is notified immediately and the staff member is sent home. PHE guidance on self isolation is followed - Stay at Home (advised to self-isolate for 10 days - household members should self-isolate for 14 days from when the date the staff member became symptomatic). If they are seriously ill contact 999.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.</p> <p>Cleaning the affected area with disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.</p>	4	5	20	<p>Ensure home and emergency contacts are up to date. Symptoms include: a new, continuous cough, loss of taste and or smell, or a high temperature.</p> <p>A protocol is in place to cover this eventuality and has been shared with all staff who are clear on what action to take if someone becomes symptomatic whilst at school.</p> <p>Staff should apply for testing via the National Scheme - contact Angela or Amanda who can organise testing.. https://www.gov.uk/apply-coronavirus-test</p> <p>16 Covid Home test kits have been issued which will be kept in the school safe for use ONLY when using the drive in option locally is not possible and with Debbie's written consent to book them out and Amanda/Melissa's written consent in her absence. (Home test results take a lot longer to be returned). Action: Individuals to request from DW / ALM / MC when necessary</p> <p>Staff requested to urgently access the national test and trace programme which is now operational and will involve direct discussion with those in close contact with a person who tests positive for Covid19. The</p>	2	4	8	



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	<p>Staff are requested to inform the school as soon as they receive their test result (positive or negative).</p> <p>Where the staff member tests negative, they can return to their setting when they are medically fit to do so following discussion with line manager and appropriate local risk assessment. Fellow household members can end their self-isolation. PHE staff return to work criteria must be applied.</p> <p>Where the staff member tests positive; based on advice from the NCC Public Health Team, the rest of their class, should be sent home and advised to self-isolate for 14 days from the date the staff member became symptomatic. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. If a close contact in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>Confirmed cases of Covid-19 should be recorded via ANVIL, as they may be RIDDOR reportable. You should seek further advice via NCC's Corporate Health and Safety team.</p> <p>PHE guidance on action to be taken in these circumstances is adhered, along with the PHE guidance on 'cleaning and waste'. Poster on cleaning regimes produced by PHE is displayed for the benefit of staff.</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 		<p>school has a small supply of home test kits which can be used in very exceptional cases (Coronavirus (COVID-19): test kits for schools and FE providers)</p> <p>Letter from PHE and NHS Test and Trace to school and college leaders</p> <p>If a staff member is unable to attend work their bubble may have to close and parents contacted asap. When a child, young person or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 7 days and arrange to have a test to see if they have COVID-19. They can do this by visiting NHS.UK to arrange or contact NHS 119 via telephone if they do not have internet access. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus (COVID-19), and are encouraged to get tested in this scenario.</p> <p>When the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission,</p>	
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		<p>5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</p> <ul style="list-style-type: none"> provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>				<p>closure of the whole setting will not generally be necessary.</p> <p>North East HPT Public Health England, Floor 1, Barras Bridge, Newcastle upon Tyne, NE1 8QH, Telephone 0300 303 8596 Out of hours advice 0191 269 7714</p> <p>Coronavirus School Helpline 0800 0468687</p>			
21. Pupils displaying symptoms of coronavirus whilst at school	Others contract the virus.	<p>Schools follow the process detailed in the NCC flowchart “Managing Covid-19 in Northumberland Schools and settings” and complete the report form in relation to the symptomatic person (both for staff and pupils). Once test result is known the form should be updated with this information.</p> <p>Principal and parent/ carer is notified immediately and the pupil is sent home. School transport is avoided. PHE guidance on self isolation is followed - Stay at Home (advised to self-isolate for 10 days - household members should self-isolate for 14 days from when the child became symptomatic). If they are seriously ill contact 999. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a child falls ill on sight they will be taken immediately into isolation in the entrance foyer with appropriate adult supervision at 2m distance where possible, where the external doors will be opened and the doors into school will remain closed. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. The member of staff</p>	4	5	20	<p>Symptoms include: a new, continuous cough, loss of taste and or smell, or a high temperature,</p> <p>Ensure emergency contacts are up to date.</p> <p>A protocol is in place to cover this eventuality and has been shared with all staff who are clear on what action to take if someone becomes symptomatic whilst at school.</p> <p>Parent/carers is requested to urgently arrange a test for their child via the national test and trace programme which is now operational and will involve direct discussion with those in close contact with a person who tests positive for Covid19. The school has a small supply of home test kits which can be used in very exceptional cases (Coronavirus (COVID-19): test kits for schools and FE providers) The school will be notified of the test result by the NCC public health team, however, parents/carers should be asked to notify the school as soon as they receive the test result (positive or negative).</p> <p>The Government has a national test and trace programme. This involves direct discussion with</p>	2	4	8



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	<p>supervising the child needs to wash their hands including forearms and put on PPE (gloves, apron, fluid resistant surgical mask/shield.) It is possible that a distance of 2 metres may not be maintained (such as for a very young child or a child with complex needs).</p> <p>YR should use the previous arrangement in the medical room with PPE. If children have a cough in class they should be removed as soon as possible.</p> <p>When the parent arrives the child will be signed out by office staff and then they can leave the entrance foyer area. The foyer area is to be cleaned by the person in PPE. PPE is then to be removed, safely disposed of and the person washed again to the forearms. The foyer area will be deep cleaned as soon as cleaning staff are in school.</p> <p>PPE is only required by staff caring for the child while they await collection in the following circumstances: (see also Symptomatic children action list for schools and Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE))</p> <ul style="list-style-type: none"> • a fluid resistant (type IIR) face mask should be worn if a distance of 2 metres cannot be maintained • if contact is necessary, then disposable gloves, apron and a face mask should be worn • eye protection (e.g. visor or goggles) if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting. <p>See which includes specifications for PPE to be used; this should be recorded in this risk assessment and your protocol)).</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.</p>			<p>parents and schools or colleges on recent contacts engage with the NHS Test and Trace process</p> <p>Any outbreak should be contained by contacting local health protection team and following their advice</p> <p>Letter from PHE and NHS Test and Trace to school and college leaders</p> <p>Symptomatic children action list for schools (important - please note that in Northumberland support to schools is being provide by the NCC public health team rather than Public Health England/Health Protection Team)</p> <p>If a pupil or staff member tests positive, the bubble must close and self isolated for 14 days. A deep clean of the area will take place.</p> <p>Suspected Covid 19 case in school: recommend any test is at drive in as results are quicker -within 48 hours- home tests around 6 days, also more accurate testing of young children.</p> <p>Any confirmed case should be referred to Public Health England</p> <p>North East HPT Public Health England, Floor 1, Barras Bridge, Newcastle upon Tyne, NE1 8QH, Telephone 0300 303 8596 Out of hours advice 0191 269 7714</p> <p>Coronavirus School Helpline 0800 0468687</p> <p>Selecting option 1. This option will take you through to the dedicated team of advisors who will inform you what action is needed based on the latest public health advice. They will work through a risk assessment with you to identify close contacts. Advisors will be responsible for referring more complex cases, as necessary, following a triaging of your circumstances during the call.</p> <p>This new advice service has been introduced following a significant increase in calls to PHE's Health</p>		
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		<p>They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>Cleaning the affected area with disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.</p> <p>Where the pupil tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the pupil tests positive based on advice from the NCC Public Health Team, the rest of their class, should be sent home and advised to self-isolate for 14 days from the date the child became symptomatic. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. If a close contact in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>PHE guidance(Section 1 - Part 9) on action to be taken in these circumstances is adhered, along with the PHE guidance on 'cleaning and waste'.</p> <p>If a member of staff falls ill they will be asked to leave the building and return home asap. If they are unable to drive home safely a family member will be contacted and the staff member will isolate in the foyer area until they are collected. Cleaning procedures as above.</p> <p>Pupils and staff members will be advised to get tested asap and requested to inform school of the result evidencing in writing e.g. screenshot of the text message. Where the child or staff member tests positive, the rest of their class/group within the school should be sent home and advised to self-isolate for 14 days. The other household members of that wider class/group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. As part of the national test and trace</p>		<p>Protection Teams since the start of the new school term. The new service, working together with Health Protection Teams, aims to ensure calls are handled promptly.</p> <p>We want to ensure education settings have access to the advice they need to make decisions. This dedicated advice service is designed to expand the options available for that support. This approach will free up capacity of PHE's Local Health Protection Teams to deal with more complex cases, for example special schools and universities, or outbreaks. Depending on your local arrangements, you may also want to inform your local authority of a positive case in your setting. Where more detailed local arrangements are in place with your local authority, and are working, you can continue to receive support through that route to take action in response to a positive case.</p> <p>The advice service will be open Monday to Friday from 8am to 6pm and 10am to 4pm on Saturdays and Sundays.</p> <p>The DfE helpline also remains available for all other queries about coronavirus on 0800 046 8687, including for advice on those displaying symptoms.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <p>Put it in a plastic rubbish bag and tie it when full place the plastic bag in a second bin bag and tie it put it in a suitable and secure place marked for storage for 72 hours</p> <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p>			
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		<p>programme, if other cases are detected within the child or young person's cohort or in the wider education or childcare setting, Public Health England's local Health Protection Teams will conduct a rapid investigation and will advise the school on the most appropriate action to take. In some cases, a larger number of other children and young people may be asked to self-isolate at home as a precautionary measure - perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough, loss of taste and or smell or a high temperature, they do not need to go home unless they develop symptoms themselves or the pupil subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>Where the pupil tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>PHE guidance on action to be taken in these circumstances is adhered, along with the PHE guidance on 'cleaning and waste'. Poster on cleaning regimes produced by PHE is displayed for the benefit of staff.</p>								
<p>22. Outbreak of Covid-19 in local area or school resulting in partial of full closure of school/resumption of lock down</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the</p>	<p>Children, staff, families</p>	<p>The Northumberland Local Outbreak Prevention Plan will be instigated by the Director or Public Health. The Principal will fully cooperate with the process and follow advice from the NCC public health team/health protection team.</p> <p>Schools will take swift action if they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Principal will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p>	4	5	20	<p>The school have a plan in place to deal with partial or full closure of the school. (see remote learning policy)</p> <p>If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p>	2	3	6	



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<p>school community</p>		<p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops</p>		<p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>		
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		<p>symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>				<p>Although we should not request evidence of a negative test result before admitting children back we have informed parents that we would appreciate the negative results being shared.</p>				
<p>23. Inadequate first aid provision</p>	<p>Serious injury or death</p> <p>First aider contracting coronavirus or spreading virus to others.</p>	<p>A review of the first aid needs assessment has taken place to decide if sufficient appropriate cover can be provided for the activities which are being undertaken. First aiders rendering treatment continue to keep accurate records of who they have treated, bearing in mind the requirement to retain visitor contact information.</p> <p>This will include a review of any higher risk activities which may be planned. Such activities may need to be suspended if an appropriate level of cover cannot be maintained.</p> <p>Carla (site manager) will continue as a minimum to check 1st aid kits and summon the emergency services</p> <p>First aiders assist at a safe distance from the casualty where possible and minimise the time they share a breathing zone. Where the casualty is able to, they are directed to undertake specific treatments themselves</p>	4	5	20	<p>Where First Aid at Work and Emergency First Aid at Work certificates expired on or after 16 March 2020 and staff cannot access requalification training because of coronavirus, staff may qualify for an extension to 30th September. TBC - HSE review 2.11.20</p> <p>Staff must be able to explain why they haven't been able to requalify and demonstrate what steps they have taken to access the training, if asked to do so. See HSE guidance First aid during the coronavirus (COVID-19) outbreak</p> <p>Schools with early years and nursery facilities should apply the Government guidance in relation to paediatric first aid cover: Early years foundation stage: coronavirus disapplications - GOV.UK</p>	2	5	10	



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	<p>(age dependent) e.g. applying a plaster, running a burn under cold water.</p> <p>First aiders providing routine first aid treatments within 2m of a person should wear a fluid resistant face mask, gloves, disposable plastic apron and disposable eye protection which should be kept in or next to first aid kits. PPE should be worn by staff treating any open wounds that are bleeding. (see FAQ document on dealing with minor accidents)[this is in line with HSE guidance]</p> <p>All classes have their own first aid boxes, and accident books and to minimise cross contamination these should not be shared between adults.</p> <p>CPR</p> <p>In respect of more serious cases where CPR may be required, the specific advice contained in the Resuscitation Council UK guidance should be followed particularly in relation to rescue breaths. Updated first aid: If you find someone unconscious you do not give mouth to mouth. You place a cloth / covering over the persons face and just do chest compressions.</p> <p>As chest compressions could produce aerosol spray, appropriate PPE should be worn i.e. fluid resistant surgical mask, gloves and eye protection (goggles or visor). If PPE is not available, use a towel or cloth such as the sling from the first aid kit to cover the person's nose and mouth while performing chest compressions</p> <p>A first aider should conduct a dynamic risk assessment of the situation they are faced with and apply appropriate precautions for infection control.</p> <p>Further information is also contained in the Government publication: Guidance for first responders and others in close contact with symptomatic people with potential COVID-19</p>		<p>The list of designated first aid qualified staff is available in each classroom. Qualified first aiders are: AMo, GM, DT, MC, SK, NW, LJo, CD, LP, AH, LD, JS , DM and ALM.</p> <p>6 Paediatric First Aiders, 9 First aiders,</p> <p>2 qualified first aiders have returned to work in the autumn term but as CEV and CV should only be used in an emergency after other first aiders are considered.</p> <p>First aiders will administer first aid to their bubble and an alternative adult from the same bubble will take over playtime responsibility. If you do not have a first aid qualification and any injuries present as being more than just minor, those on standby should go into the designated outside area to release the member of staff outside to provide first aid cover. If a serious first aid emergency occurs adults are expected to act accordingly.</p> <p>Staff do not need a first aid qualification to provide emergency care to children who present with minor cuts, slips and trips.</p> <p>Children who are capable of holding their own ice packs, and treating their own cuts and scrapes if they are minor, are encouraged to do so while adults talk them through things.</p> <p>It must only be the adult in the bubble who barrier nurses these children until they are collected, keeping 2 metre social distancing at all times and using PPE if you feel that might not be possible.</p> <p>Only staff in the bubble should use the thermometers and administer first aid to minimise cross infection. It's the hardest thing to socially distance yourself from a sick child but in these times you really need to follow guidelines to the letter to minimise the risk to yourself, other children in the bubble as well as the school. Schools with early years and nursery facilities should apply the Government guidance in relation to paediatric first aid cover: CS has paediatric first aid until 2022. If children are aged 2-5 within a setting, providers must</p>		
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					20	<p>use their 'best endeavours' to ensure one person with a full PFA certificate is on-site when children are present. If after using best endeavours they are still unable to secure a member of staff with full PFA to be on site then they must carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises.</p> <p>https://www.gov.uk/government/publications/early-years-foundational-stage-framework-2/early-years-foundational-stage-coronavirus-disapplications</p>				
24. Lack of communication with staff / parents / others	Confusion/mis-information resulting in breakdown of arrangements.	<p>Staff have been involved in the planning process for return for a wider school re-opening, including risk assessments, procedure if someone becomes symptomatic in school, policy reviews etc. These arrangements are to be kept under constant review, with staff invited to provide feedback.</p> <p>Regular information sharing and communication with staff e.g. gmail, staff bulletin. Use of IT software for virtual meetings, e.g. Google Hangouts / Zoom</p> <p>Parents are kept informed of changes in timings to the school day and the arrangements put in place by the school to comply with the government guidance to keep children safe e.g. class facebook pages, newsletter, website etc</p> <p>The arrangements in place for children are shared with them in an age appropriate way.</p>	4	5	20	<p>Parents have access to the Covid19 Quick Guide checker - this is available on the school's webpage and has been brought to the attention of parents.</p>	2	3	6	
25. Increased staff home working & use of Display Screen Equipment (DSE)	Musculoskeletal problems arising from incorrect postures	<p>NCC bulletin on homeworking and DSE use is made available to staff. This follows HSE guidance on homeworking, including the principles of good DSE use is followed.</p> <p>NCC DSE policy is available to staff.</p> <p>This follows HSE guidance on homeworking, including the principles of good DSE use is followed and staff have individually risk assessed their home working arrangements.</p>	3	3	9	<p>Monthly reviews of the risk assessment for individual home workers allows regular discussion and monitoring to minimise emergent issues.</p> <p>Staff can access SAS service for advice e.g physio, exercise, treatment</p>	2	3	6	



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<p>26.Uncertainty due to the unprecedented nature of the pandemic</p> <p>Maintaining staff wellbeing</p>	<p>Barriers to wellbeing arising through uncertainty, lack of control and reduced contact</p>	<p>Regular information sharing and communication. Use of IT software for virtual meetings, e.g. Google Hangouts.</p> <p>Shared distribution of workload, e.g. rota for staff in school and those homeworking.</p> <p>Regular communications are in place between staff and Managers. Staff also have access to all shared information/documentation. Governing Body are involved with decision making in relation to measures in place where appropriate.</p> <p>Governing boards and school leaders should have regard to staff (including the Principal) work-life balance and wellbeing.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. We already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.Regular information sharing and communication. Use of IT software for virtual meetings, e.g. Google Hangouts.</p> <p>Staff are at risk of feeling unfairly treated if there are different expectations of different staff as a result of shielding, school closure impacting on staff morale and commitment during a highly challenging period of time.</p> <p>All school staff asked to complete a personal status form covering any physical / mental wellbeing needs and identifying if higher risk e.g. BAME. DW/ALM to act on any necessary information shared and individual risk assessments completed as necessary. Staff must inform SLT of any changes to their personal circumstances. This is to be part of induction for any new staff.</p>	<p>3</p>	<p>3</p>	<p>9</p>	<p>Personal risk assessments have been reviewed. Staff given 1:1 sessions in Autumn 1 so have had the opportunity to alert SLT to any stress / mental health concerns that they wish to share. Risk assessments reviewed and updated as necessary.</p> <p>Supporting Emotional and Mental Health - Information for Schools.</p> <p>Telephone support & counselling</p> <p>Wellbeing guide for staff working in schools and trusts</p> <p>Resources for school employees - wellbeing.docx</p> <p>Review of personal risk assessments as necessary. Line managers will support their mentees with regular facetime calls or phone calls where practically possible.</p> <p>Clarity of expectations is minuted at weekly briefing meetings, to prioritise safety and hygiene as well as social and emotional needs. The performance management cycle has restarted from September, and following AR/RWI and NFER/Phonic screener assessments from the end of July we will sensitively agree pupil targets with our teaching teams. There will be no homework expectations other than use of the IDL, Myon and TT Rock stars programmes available. Regular check-ins with line managers are actively encouraged with an expectation that all line managers will support their mentees with regular facetime calls or other face to face meetings where practically possible. Usual adherence to minimise out of hours emails, and availability of SLT during working hours is expected. reduced expectations from governor meetings.</p> <p>A full suite of systems and policies/protocols has been established to ensure fairness and transparency of the whole staff teams. This includes a risk register, school closure action plan, a virus action plan, a risk control information sheet, risk control for users group. Feedback sought from governors 21.7.2020 for the reopening proposals to confirm efficacy of new expectations during such unusual expectations.</p>	<p>2</p>	<p>3</p>	<p>6</p>
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		<p>Teaching staff have been allocated 45 minutes break to allow some headspace, preparation time and downtime. AT have been allocated 30 mins break.</p> <p>To support staff wellbeing in the first learning walk/lesson obs wc 28.9.2020 it was decided to meet one to one with staff as part of their feedback (socially distanced) to be able to also ask about their own individual wellbeing. DW to compile an anonymous wellbeing survey. We have also returned lunchbreaks back to the previous arrangements as we have started to return to the usual/typical timetable in a bid to bring more normality into school. (Teachers 45 minutes and assistant teachers 30 minutes)</p>				<p>Staff encouraged to talk to line managers about issues. SAS health insurance available, staff signposted to resources to support mental health and wellbeing. The Governing body and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. Workload should be carefully managed and school should assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. Senior leaders and GB will want to factor this into their resource and curriculum planning, and consider where additional resources could be safely brought in if necessary.</p>			
27. Pupil uncertainty surrounding attendance /return to school	Stress and anxiety impacting themselves and staff	<p>Good communication of Covid19 controls measures/arrangements to parents and pupils provides reassurance on attendance or return to school. Risk assessment is shared on school website. Parents have the opportunity to discuss concerns with school staff.</p> <p>Provision of pastoral and extra-curricular activities available to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>[see government guidance for further information and apply as appropriate].</p> <p>Return to school in June / July had a priority of PSHCE / SEMH with daily wellbeing sessions. Resources were provided by school mental health leads (ALM/GS) and if staff felt they needed more bespoke support they were asked to speak to the mental health leads who could direct them to specific resources.</p>	3	3	9	<p>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</p> <p>Supporting Emotional and Mental Health - Information for Schools.</p>	2	3	6
28.Unable to cope with	All children	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such</p>	4	4	16	<p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</p>	2	4	8



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<p>changes and return to school, new routines, maintaining social distancing</p>	<p>Children with SEND especially SEMH needs.</p> <p>Individuals that we know will struggle</p>	<p>as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>Agree what returning support is available for vulnerable and/or disadvantaged children and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.</p> <p>Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.</p> <p>Staff should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> ● support the rebuilding of friendships and social engagement ● address and equip pupils to respond to issues linked to coronavirus (COVID-19) ● support pupils with approaches to improving their physical and mental wellbeing <p>Staff will need to consider how to support:</p> <ul style="list-style-type: none"> ● Individual children who have found the long period at home hard to manage ● Those who have developed anxieties related to the virus ● Those about whom there are safeguarding concerns ● Those who may make safeguarding disclosures once they are back in school ● Those who have experience bereavements or now 		<p>The SENCo is part of the SEND Gateway and can access training and resources for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after a long absence.</p> <p>All children with EHCPs had individual risk assessments for returning to school completed as they all returned in the summer. These were completed by the SENCo in consultation with the class teachers, ATs, parents and child. None of the EHCP children have significant medical needs which present as an increased risk from Covid 19.</p> <p>EHAs continuing fo 6 children</p> <p>At least one wellbeing session was been planned per day (starting on the 29th June) from September these will be weekly but with individuals given additional support if necessary.</p> <p>Staff to access resources on drive in PSHCE folder Bereavement training was organised for all teaching staff as external professionals believed in school support would be most effective for those children concerned.</p> <p>Staff can support need for any new EHAs on (active ones to continue)</p> <p>We continue working with school nurse and other school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none"> ● support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues ● support for pupils with additional and complex health needs ● supporting vulnerable children and keeping children safe <p>We will continue to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>	
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		<p>have a caring responsibility</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on them. Any needs will be addressed and supported as quickly as possible.</p> <p>All EHCP risk assessments for returning to school completed in the summer term.</p>				<p>We will provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. We will consider as necessary support needs of particular groups we are already aware need additional help (for example, children in need), and any groups identified as newly vulnerable on their return to school. Teachers are already accessing resources from the MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.</p>				
<p>29.Children who have not been in school could make disclosures on return. School do not have the capacity to deal with new or existing cases</p>	<p>Vulnerable children</p>	<p>Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.</p> <p>All DSL's can now access all areas of school staying only as long as is necessary, keeping 2m distance and not touching anything.</p> <p>As most children returned prior to the start of the autumn term, time at home was lessened and concerns addressed in the summer term.</p>	3	3	9	<p>Safeguarding procedures have been fully maintained during lockdown with regular contact so DSLs are aware of possible and on going problems.</p> <p>DSLs to check with LA protocols and Safeguarding Policy to be reviewed and updated as necessary.</p> <p>Regular discussions have taken place with some individual children while they are at home, and these conversations and any potential concerns have been raised on CPOMS.</p> <p>Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p> <p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should</p>	3	2	6	



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						prepare to work together to actively look for signs of harm. Communication with school nurse, is important for safeguarding and supporting wellbeing,			
30.Children at risk of not being fed	All pupils in school and those not at school who are entitled to FSM	Work with your catering supplier to ensure meals are available for all children in school. Hot takeaway meals can be provided for those entitled to FSM who are isolating.	3	3	9	Meals will be provided by Chef for children in their designated areas in school - no movement for pupils through whole school areas. kitchen team will each be designated a key area to support for lunch but socially distancing.	3	2	6
31.Risk of miscommunication and differing expectations could increase a range of risks	Whole school community	Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.	3	3	9	DW to discuss with Little Angels the need to inform parents of the one way system in place entering by the North Gate and leaving by the Little Angels gate.	2	3	6
32.Expectations for children returning to school on 8th September not met	All children returning to school on 8.9.20	<p>Education is not optional and attendance is compulsory: all pupils must receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. We will teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content, prioritising the most important components for progression. All subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p> <p>Due to the very high participation levels in home learning we aim to return to the normal curriculum from September 2020. Substantial modification to the curriculum may be needed at the start of the year for some pupils, so teaching time should be prioritised to address significant gaps in pupils' knowledge.</p> <p>Leaders and teachers are expected to:</p> <ul style="list-style-type: none"> ● Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn ● Assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks ● Plan on the basis of the educational needs of pupils: 	3	3	9	<p>Routine OFSTED inspections are due to begin in January 2021.</p> <p>Nursery - teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. There is no expectation that EYFS children will be sat at tables during the day.</p> <p>Reception - teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. Our EYFS unit will have equal access to outdoor learning, each with designated areas and to our new learning pod (on a rota to allow for cleaning between use)</p> <p>Key stages 1 and 2 - Priority is to be given to identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year,</p>	2	3	6



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	<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <ul style="list-style-type: none"> Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils <p>There should be no collective worship, no large gatherings, and no joining of groupings, so current arrangements for outdoor play designated areas should continue.</p> <p>Physical activity in schools - Pupils should be kept in consistent class groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extracurricular activities where they are satisfied that this is safe to do so. (See earlier detail on visitors to school.)</p> <p>Some children have been less physically active during the lockdown period so to address this we will be continuing with activities such as active miles, making break times and lessons active to help enable pupils to be physically active while encouraging physical</p>		<p>including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p> <p>Outside PE is stated as preferable, due to the impact of exercise on breathing patterns, and so we have decided to promote outside learning activities in all autumn PE sessions. Statutory commitment to physical activity has increased to 30 minutes daily when in school which reflects current school identified needs too.</p> <p>Classroom resources</p> <p>Guidance states that we should continue to allocate separate stationery to those children who need it. And that we should continue to minimise resources taken between home and school. Preference is to continue to promote the use of Myon for home reading however this was more difficult for KS1 and EYFS so reading books were sent home and stored on return for 72 hours. Unfortunately due to increased risk and National Lockdown this is no longer allowed and children must access reading books through MyON and Oxford Owls which have a wide selection of books including from RWI. While bags are allowed the guidance states only to limit equipment taken between home and school. This is more important than ever during periods of high and very high risk.</p> <p>Resources available for child-initiated learning should be carefully considered. e.g. malleable resources, such as play dough, should not be shared and consideration should be given to their safe use - possibly not at all. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and children should be discouraged from sharing these.</p> <p>Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes, other large, movable toys.</p> <p>Children should be encouraged not to touch their face or to put objects in their mouths.</p> <p>Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar</p>	
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	<p>distancing. Children who have had little opportunities for exercise should be encouraged to exert themselves physically, making use of supervised non-touch running games within their group.</p> <p>Music - There may be an additional risk of infection in environments where pupils are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. We will reduce the risk by when pupils are playing instruments or singing smaller groups will be used (no more than 15) physical distancing will be maintained, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation and playing outside wherever possible. Trumpet lessons will be held in the yurt with the sides raised to allow ventilation and the door open. Singing, wind and brass playing will not take place in larger groups such as school choirs or school assemblies.</p> <p>Relationships and health education (RHE) - for primary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p> <p>Catch up support Funding is in place to provide catch up support but we do not intend to create knee jerk plans to this and until we have all children assessed we will consider what their individual needs are the most. Next academic year we will have the opportunity to be able to provide strong levels of TA and HLTA support to the children and hope to offer a number of carefully chosen programmes of learning to meet the children's needs. The Education Endowment Foundation has published guidance on effective interventions to support schools and we will use this advice to support best outcomes. Within the coming weeks prior to the end of this term all classes are to consider assessing the children in all core subjects using usual conditions for summative assessment, and the usual end of year NFER assessments for maths. AR programmes will give us an understanding of reading capabilities.</p> <p>National Tutoring Programme</p>		<p>everyday classroom routines. Schools should use reasonable endeavours to meet the existing EYFS learning and development requirements. Flexibility should be given to additional areas where support is required following time spent out of school such as reading.</p> <p>Assessments The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> ● the phonics screening check ● key stage 1 tests and teacher assessment ● the year 4 multiplication tables check ● key stage 2 tests and teacher assessment ● statutory trialling <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021. The Standards and Testing Agency (STA) reviewed requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment.) A phonics screener check has been designated for autumn 2020 with Y2 pupils who would have been assessed formally on it in June 2020. Y2 is completing an assessment using a previous test before the end of this term under the support of SLT</p> <p>Exceptional circumstances We may consider it appropriate to suspend some subjects for a minority of pupils in exceptional circumstances. This will only be considered if it is in the best interests of the child and in consultation with parents. The time the subjects are suspended will be minimum with everyone returning to their normal curriculum by the summer term 2021.</p> <p>DfE has published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will</p>
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		<p>We are awaiting further information on the National Tutoring Programme, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted. At CVPS we will decide what is most appropriate for the children depending on their age and needs.</p> <p>National Academic Mentors School have applied for two academic mentors as we meet the specified criteria. We had hoped to have mentors in Literacy and NUmacy start after October half term but there are currently none available. We hope they will start in January.</p>				improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.			
33.Risk of transmission of virus by home / school cross contamination	Staff / Children and families	<p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Staff can now teach any bubble but are to maintain 2m social distance from children and to teach from the front of the class</p> <p>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.</p> <p>No need for anything other than normal personal hygiene and washing of clothes following a day in school.</p> <p>Uniforms that cannot be machine washed should be avoided.</p> <p>Families to be encouraged to wash clothes and clean clothes to be worn each day where possible.</p>	3	3	9	<p>Reception, Year 1 and Year 2 children, who are not yet on Accelerated Reader, are allowed to bring reading books / folders when risks are low. When covid risk is higher and Tier 3, local or national lockdowns in place this must not happen and books must be accessed through MyOn and Oxford Owls.</p> <p>Staff to bring a minimum number of personal possessions to school, laptops etc wiped down before and after use.</p> <p>Teachers to consider using hand gel before and after marking individual books</p> <p>Clothing - it is no longer recommended that completely clean clothes are worn each day by staff and children and that they are washed at at least 60 degrees Celsius.</p>	2	3	6
34.Risk of transmission of virus by parents and carers	Parents and whole school community	<p><i>Parents should no longer gather in the playground or outside around the school gates. They must maintain 2m distance from each other and encourage their children not to mix with others from different bubbles. (Staggered times should avoid this). They should not be allowed to</i></p>	4	4	16	<p><i>Crosses marked on external paths 2m apart, children entering school premises at staggered times, one way system in place for drop off and collection. Staff outside at drop off and collection will encourage parents to move on if necessary. During times of</i></p>	3	3	9



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		<i>enter the building when dropping off or collecting.</i>				<i>increased risk parents and staff will be required to wear face masks when on premisses unless exempt.</i>				
35. Risk of transmission through contact at outdoor break times	Whole school community	Work out arrangements for breaks and playtimes so that ideally only one group of 30 children is in the same play area at any one time. Morning play is the busiest time but Ashleigh has designated zones for each class which rotates each week. Lunch times due to staggered outdoor times is less of a problem but zones are still assigned.	3	3	9	Outside area to be divided into zones eg yard, MUGA and two areas of field. Lunch breaks staggered so that not all children outside at the same time. Use of the field to be regularly reviewed to avoid damage to grass and possibly to use staggered timetabling more extensively for breaks	2	3	6	
36. Risk from no or weak risk assessment	Whole School Community	Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. Employers have a legal duty to consult their employees on health and safety in good time. Before finalising the risk assessment is shared with all staff and governors, feedback sought and necessary action taken. AMO has now been appointed as our Health & Safety rep. This allows staff to discuss concerns with her if they would rather than SLT and she then reports back concerns. Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute. This risk assessment will be reviewed by staff by 18.11.2020 The risk assessment is a live working document. The preventive and protective measures are monitored and reviewed regularly, to ensure the measures are working, and taking action to address any shortfalls.	5	5	25	The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously. It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be. This risk assessment has been reviewed by North Tyneside Health & Safety Team. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. The parts of the risk assessment applicable to children will all be clarified on the first day at an appropriate level for the age of the children. The risk assessment is published on the school website for all interested parties to access. Staff can add comments immediately to the live document and must alert SLT if there is a significant concern. Weekly reviews take place at the start of each staff meeting.	1	2	2	



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<p>37. Risk of Local Lockdown due to increase in Covid 19 cases</p>	<p>Children and staff</p>	<p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. If the local area is to be locked down again due to a spike in virus numbers the school will follow government advice on full or partial closure.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p> <p>If children have to work from home then systems are in place for use of Seesaw, Myon, Accelerated reader and Times Table Rockstars.</p>	<p>4</p>	<p>4</p>	<p>16</p>	<p>Local area in Tier 3 as from 02.12.20 https://www.northumberland.gov.uk/COVID-19-in-Northumberland.aspx The above link is to the Northumberland Dashboard. SLT check this regularly so that they are fully up to date with the latest statistics and any increased risk.</p> <p>Review of children to take place to assess the need to be in school (e.g. key worker or vulnerable children) in line with government advice.</p> <p>The current contingency plan for this would be to return to the previous lockdown plan which worked well, providing places for children of key workers and those with SEND, and high quality remote learning as detailed below. This will need reviewed as we now have lost our old Y6 and have new children in nursery / Reception as well as new admits in most classes.</p>	<p>3</p>	<p>2</p>	<p>6</p>	
<p>38. Risk of no education due to pupils being at home</p>	<p>Those children unable to attend school due to needing to self-isolate or local lockdown</p>	<p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer <u>immediate</u> remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.</p> <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos 	<p>4</p>	<p>1</p>	<p>4</p>	<p>Remote learning provided for isolating children via tapestry, Seesaw or Facebook. Teaching slides are shared on the first day of isolation.</p> <p>All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. As we have no pupils expected to have to remain at home in September we will not be integrating remote education into school curriculum planning, other than what is normally done for homework. (Those families refusing to allow their children to attend will not be able to access remote education as this provides no incentive for the children to attend school.) If it is needed for a local lockdown then this will be addressed with remote education the same high standard as class teaching. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.</p>	<p>1</p>	<p>1</p>	<p>1</p>	



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		<ul style="list-style-type: none"> gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>In light of spike in cases and higher numbers of children self isolating we have purchased an additional 10 chrome books to support the online learning programme.</p> <p>AH/KW have surveyed all parents and asked who has wifi and who does not as well as who has access to what devices..</p>		<p>We have surveyed all families to ask about their access to devices at home as well as their access to wifi connections. If possible we would like to mitigate any risks of pupils not accessing home learning by creating a system for them to be able to be funded by school to access loaned laptop devices, or dongles for use of data.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations give access to high quality remote education resources select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use While guidance states that we should provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access we will survey family needs to see if it's feasible to offer individuals loaned devices and data to complete their online learning. recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>All planning considers the expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.</p> <p>All of the specified points (apart from providing printed materials) were delivered in our first round of remote learning which has been praised by families. Staff were surveyed on their thoughts and how our offer could be improved. Our CVPS approach to home learning which was successfully in the first lockdown will continue if remote learning needs to happen again in the future.</p>		
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						<p>Remote education support - A range of resources to support schools in delivering remote education is available:</p> <ul style="list-style-type: none"> • curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school. • DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. • From the start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. • government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. • a network of schools and colleges for help and support EdTech Demonstrator Programme. • the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available. 			
39. Risk of no education due to pupils not	children	From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:	4	1	4	Some pupils and families may be anxious about returning to school. This may include pupils who have themselves been shielding previously but have been	1	1	1



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<p>returning to school</p>		<ul style="list-style-type: none"> ● parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil ● schools' responsibilities to record attendance and follow up absence ● the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct <p>Although school attendance is mandatory from the start of the autumn term, there are some circumstances where pupils cannot attend school due to coronavirus (COVID-19). To make sure schools record this accurately and consistently, we have made changes to the regulations⁴ governing school attendance registers to add a new category of non-attendance – 'not attending in circumstances related to coronavirus (COVID-19)'. This category must only be used to record sessions that take place in the 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:</p> <ul style="list-style-type: none"> ● contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care (DHSC)³ ● prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19) <p>In line with the Secretary of State's expectation that no parent will be penalised for following official public health advice for their child not to attend a given session, this new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes.</p> <p>It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory</p>			<p>advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as severe obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. It should be made clear to parents that pupils of compulsory school age must be in school.</p> <p>We will:</p> <ul style="list-style-type: none"> ● communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year ● identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic ● use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance ● work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance <p>SLT will have regular communication with families who refuse to send their children to school. The EWO will</p>			
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		<p>again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>Pupils who are shielding or self-isolating The majority of pupils will be able to return to school., however:</p> <ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19- 		<p>be involved as these children are technically missing from education unless they are formally removed from roll and are home educated.</p>		
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		<p>‘shielding’ guidance for children and young people.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, they will immediately be offered access to remote education. We will monitor engagement with this activity</p> <p>No children should be unable to attend school as parents are following clinical and/or public health advice as attendance is now expected. If the child does not attend in these circumstances it will be classed as unauthorised. Attendance procedures will be followed including EWO referrals and fixed penalty notices as necessary. We have no clinically extremely vulnerable pupils or pupils who should be shielding at the time of writing this risk assessment.</p>							
40. Risk of inadequate staffing because of no recruitment and/ or trainees	Staff, children	<p>Recruitment should continue as usual.</p> <p>The school will recruit remotely if needed. When recruiting, we continue to adhere to the legal requirements regarding pre-appointment checks keeping children safe in education. If safeguarding checks cannot be carried out in person they will be carried out remotely if necessary as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers.</p>	2	1	2	<p>Deployment of ITT trainees, can be done flexibly and innovatively to help meet both school and trainee needs. Trainees could:</p> <ul style="list-style-type: none"> take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues develop or engage in working groups to share best practice around resilience, commitment and team-working <p>School must comply with all legislation and guidance relevant to ITT.</p>	1	1	1

Likelihood \ Severity	Minor Injury	First Aid Injury	Lost Time Accident (<3 days)	Lost Time Accident (>3 days)	Major Injury
Unlikely	1	2	3	4	5
Low	2	4	6	8	10
Moderate	3	6	9	12	15
High	4	8	12	16	20
Expected	5	10	15	20	25



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Assessment Date	15.11.2020	Rev. No.	1	Assessor	AMilligan	Rev by		Rev date		Signed		Next Rev. Date	
Assessment Date		Rev. No.		Assessor		Rev by		Rev date		Signed		Next Rev. Date	

Date: 17/11 2020/ Please re read the new Risk Assessment and sign below to state that it has been read.

Read by	Date	Read by	Date	Read by	Date	Read by	Date	Read by	Date	Read by	Date
1. M Costello	18/11/20	7. L Brown	18.11.20	13. A Galloway	18.11.20	19. A Hall	27/11/2020	25. L Dunn	18.11.20	31.C. McGowan	18.11.2020
2. L Jones	18.11.2020	8. D Thompson	18.11.20	14. G Smyth	30.11.20	20. L Pearce	18/11/2020				
3. G Mason	18/11/2020	9. C Darling	absent	15. J.Jobson	27.12.20	21. D Wylie	17/11/2020	27. N Appleby	18.11.20		
4. C Shirley	18/11/2020	10. M Mullaghan	27.11.2020	16. D.Robson	29/11/20	22. A Morton	18.11.2020	28. C Carr	absent		
5. D Mowbray	18.11.2020	11. S Koratzitis	18.11.2020	17. J Luke	27/11/20	23. G Sutton	18.11.2020	29. J Slater	18/11/20		
6. N Weatheritt	18.11.2020	12. A Biggins	18.11.20	18. K Warren	18.11.2020	24. A Milligan	17.11.2020	30. A. Lackenby	18.11.20		

Date: 15 /11 / 2020 I have completed the online Covid 19 training.

Read by	Date	Read by	Date	Read by	Date	Read by	Date	Read by	Date	Read by	Date
1. M Costello	July 20	7. L Brown	July 2020	13. A Galloway	July 2020	19. A Hall	Yes - July 2020	25. L Dunn		31.	
2. L Jones	July 2020	8. D Thompson	July 2020	14. G Smyth		20. L Pearce	Yes may 2020			32.	
3. G Mason	yes	9. C Darling		15. J.Jobson		21. D Wylie		27. N Appleby	yes may 2020	33.	
4. C Shirley	July 2020	10. M Mullaghan		16. D.Robson		22. A Morton	July 2020	28. C Carr			
5. D Mowbray	July 2020	11. S Koratzitis	July 2020	17. J Luke		23. G Sutton		29. J Slater	18/11/20		
6. N Weatheritt	July 2020	12. A Biggins		18. K Warren	Yes (Summer term)	24. A Milligan	Yes - July 2020	30. A. Lackenby	18.11.20		



Cramlington Village Primary School



Cramlington Village Primary School

Amendments to Reopening Risk Assessment Policy

This Risk Assessment is a live document and is under constant review to ensure that it is effective, working as planned and updated appropriately considering any issues identified and changes in public health advice.

Weekly staff meeting time will be used to communicate changes, take feedback from staff and set actions as necessary.

Date	Page	Point	Amendment/ addition	Action

Date: / / Please re read the amendments/additions and sign below to state they have been re read.

Read by	Date	Read by	Date	Read by	Date	Read by	Date	Read by	Date	Read by	Date
1. M Costello		7. L Brown		13. A Galloway		19. A Hall		25. L Dunn		31.	
2. L Jones		8. D Thompson		14. G Smyth		20. L Pearce		26.		32.	
3. G Mason		9. C Darling		15. J.Jobson		21. D Wylie		27. N Appleby		33.	
4. C Shirley		10. M Mullaghan		16. D.Robson		22. A Morton		28. C Carr			
5. D Mowbray		11. S Koratzitis		17. J Luke		23. G Sutton		29. J Slater			
6. N Weatheritt		12. A Biggins		18. K Warren		24. A Milligan		30.G Smyth			