

Issue date: July 2020

Working document for full return to Cotherstone Primary and Bowes Hutchinson's CE VA School

TO BE USED AS A COVID ADDENDUM TO EXISTING POLICIES AND PROTOCOLS IN CONJUNCTION WITH THE COVID RISK ASSESSMENT FOR COTHERSTONE PRIMARY AND BOWES HUTCHINSON'S PRIMARY AS AGREED BY GOVERNORS OF BOTH SCHOOLS

1. Consider: Premises	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. Are you able to identify likely numbers of pupils returning?		<ul style="list-style-type: none"> Phil Hodgson – Lead ‘School Logistics’ Task & Finish Group 03000 265842 phil.hodgson@durham.gov.uk 		All children 49/50- Cotherstone 59 Bowes
2. What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all? <i>Risk Assessment Link Area: Moving about the building/school site</i> <i>Risk Assessment Link Area: Transport on and off the school site</i> <i>Emergency Situations</i> <i>End of the school day</i> <i>Visitors to the school</i>		<ul style="list-style-type: none"> David Gray - Health and Safety Team Leader 03000 265787 david.gray@durham.gov.uk Graeme Plews - School Places & Admissions Manager 03000 265777 graeme.plews@durham.gov.uk Julie Evans -School Places & Capital Programme Manager 03000 265783 julie.evans@durham.gov.uk Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk Carole Tweddle – Contract Support Officer 03000 268001 carole.tweddle@durham.gov.uk 	Staggered entry/exit times or days? Transport –following DCC guidelines No parents in school building. No congregation at school gate. Make signs & have “traffic” system for parents bringing children into the school grounds. Done Visitors.	2 bubble eyfs/ks1 Ks2 No parents in school see below for drop off and collection Social distancing at gate to be met by teachers
4. What changes might be needed to provide a staggered start and end to the day?	Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where	<ul style="list-style-type: none"> Beverley Attle – Contract Support Officer 03000 269542 beverley.attle@durham.gov.uk 	Ks2 and siblings 8:45 KS2 leave at 3:15 EYFS/Ks1 9:00 EYFS/KS1 and siblings leave at 3pm	<u>Cotherstone</u> Drop off and pick up at gate only. No entry into school playground. <u>Bowes</u>

<p><i>Risk Assessment Link Area: Transport on and off the school site End of the school day Visitors to the school Entrance to the school site and building</i></p>	<p>possible (guidance will shortly be published on safe travel)</p>	<ul style="list-style-type: none"> • Aimee Scott – Strategic Account Manager Procurement 03000 265169 aimie.scott@durham.gov.uk • School Leadership Adviser • David Wall – Inclusion & Alternative Provision Co-ordinator 03000 265903 david.wall@durham.gov.uk • Simon Day – IPT Contract & Services Manager 03000 268521 simon.day@durham.gov.uk • Adrian White – Head of Transport & Contracts Services 03000 267455 adrian.white@durham.gov.uk 		<p>Drop off and pick up at gate only. No entry into school playground.</p> <p>No parents in school Essential visitors only including SALT and SEND Sports coach to be confirmed</p> <p>Emergency situations: <u>Cotherstone</u> CW entry at interior gate 2m markings on path Children to be met by staff and to enter cloakroom and wash hands</p> <p><u>Bowes</u> Met at interior gate by staff CW children entry through C1 – wash hands at sink</p>
<p>5. How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p> <p><i>Risk Assessment Link Area: Transport on and off the school site End of the school day Visitors to the school</i></p>	<p>See section 5 of planning guide for primary schools.</p>	<ul style="list-style-type: none"> • Andrew Leadbetter – Integrated Passenger Transport Manager 03000 268512 andrew.leadbetter@durham.gov.uk <p>External Support Public Health England PHE North of England Regional Office Blenheim House West One Duncombe Street Leeds</p>	<p>Can start and end times be staggered for different groups?</p>	<p>KS2 and siblings to arrive at 8:45</p> <p>EYFS/KS1 to arrive at 9:00</p> <p>EYFS/KS1 and siblings to leave at 15:00</p> <p>KS2 to leave at 15:15</p>
<p>6. Has the school site been measured to ascertain what the maximum safe capacity would be?</p>	<p>See annexe c of planning guide for primary schools for hygiene posters for entrances and classrooms</p>		<p>Seats arranged facing forward teacher to distance by 1m or more if possible</p>	<p>2m distance markers - masking tape/signs etc to remain in place Children in rows facing forward</p>

<p><i>Risk Assessment Link Area: Moving about the building/school site Outdoor Play Areas/Equipment</i></p>		<p>LS1 4PL United Kingdom 0300 303 8395</p>	<p>SLT visitor point marked near door enabling SLT to social distance when visiting class</p>	<p>Mark playground when appropriate Only essential visitors to school.</p>
<p>7. Is there a plan to limit movement around the site to reduce risk?</p> <p><i>Risk Assessment Link Area: Moving about the building/school site Transport on and off the school site Outdoor Play Areas/Equipment Emergency Situations End of the school day Office areas</i></p>	<p>Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible</p>		<ul style="list-style-type: none"> • one- way systems where possible • What signage might be needed to reinforce this? 	<p>Teachers to supervise movement of children so that bubbles do not mix Adventure playground not to be used.</p>
<p>8. Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas Outdoor Play Areas/Equipment Welfare facilities Deep Clean</i></p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>		<ul style="list-style-type: none"> • Is there a need for hours to increase or would changes to working hours be required? • Are you developing an enhanced cleaning schedule? • 	<p>Toilets to be cleaned at lunchtime by lunchtime supervisors who will have 15m extra each due to reduction of playtime for children to compensate for staggered entry/exit</p>

<p>9. How are leaders planning to increase stock levels to ensure sufficiency of supplies for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser?</p> <p><i>Risk Assessment Link Area: Welfare facilities Personal Protective Equipment (PPE) First Aid Provision and support with medication</i></p>	<p>Protective measures in education and childcare setting.</p> <p>The DfE guidance on Implementing Protective Measures in Education and Childcare Settings contains detailed advice for settings on:</p> <ul style="list-style-type: none"> • cleaning, including supplies of cleaning and handwashing products • testing and tracing • PPE • what settings should do in response to a case of COVID-19 being confirmed 			<p>Bowes 8:30-5:00 Caretaker Cotherstone: No change</p> <p>Extra cleaning materials have been ordered and stronger disinfectant used Masks, goggles wipes and gel, aprons for up close situations – All ordered Checked resources in school - already ordered – visors and sneeze screens ordered</p> <p><u>Cotherstone</u> Put child in HT office and ring parent</p> <p><u>Bowes</u> Put child in rainbow room and ring parent Any suspected COVID case referred for testing, then follow PHE latest advice, including informing all other children attending school, bubble to remain open awaiting result.</p> <p>If COVID case confirmed, school to immediately close for deep clean and then reopen.</p>
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<p>10. How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils and staff adhering to social distancing recommendations?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i></p> <p><i>Risk Assessment Link Area: Transport on and off the school site</i></p> <p><i>Risk Assessment Link Area: End of the school day</i></p> <p><i>Risk Assessment Link Area: Office areas</i></p>	<ul style="list-style-type: none"> • Consider availability of soap and water around school • Location of hand sanitisers • Lidded bins in classrooms • Supplies of tissues <p>Annexe D in planning guide for primary schools</p>		<ul style="list-style-type: none"> • Consider staggered break and lunch times. • break times happen for key stage groups • For specific catering advice, please contact your catering support officer. Done 	<p>Bought-Bowes First Aid Trained – Paediatric – everyone inc caretaker Cotherstone Paediatric renewal courses booked for September where relevant</p>
<p>11. How will classes be set out to ensure all pupils can follow social distancing effectively?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i></p>	<p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p>		<ul style="list-style-type: none"> • Individual stationary packs and books • Will early years areas be more spacious to allow for easier movement around the room? 	<p>Tables facing forwards-teacher socially distanced where possible – may not be in KS1</p> <p>Staggered break and lunch for bubbles</p> <p>Adventure playground equipment should not be used</p>

				Use outdoor area but not any equipment – no bikes, trikes unless they can be allocated individually and cleaned after use
<p>12. With social distancing in mind, how many pupils can be safely taught in the classroom areas?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i></p>	Desks should be spaced as far apart as possible.		<p>Desks facing forward, distanced where possible Teacher socially distanced socially distanced spot for visit of SLT</p>	<p>Arrange desks as far apart as possible. Make stationery packs for individual children.</p> <p>Resources not to be shared. Classes to be divided for groups – no soft furnishing or toys.</p> <p>No items from home except those specified in parents’ letter</p> <p>Uniform, indoor shoes Parents Informed</p>
<p>13. How will a school day be managed to ensure social distancing for example, breaks, lunchtime?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i></p> <p><i>Risk Assessment Link Area: Moving about the building/school site</i></p> <p><i>Risk Assessment Link Area: Outdoor play area/equipment</i></p>			<ul style="list-style-type: none"> Consider staggered break times & lunches. 	Staggered breaks and lunch

14. Cleaning re lunchtime? <i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i>			<ul style="list-style-type: none"> Children in two bubbles 	Clean tables between groups - lunchtime supervisors And Bowes- caretaker
15. How will leaders manage the different perspectives of parents – sending pupils into school <i>Risk Assessment Link Area: Staff and pupils not attending school</i>	Expectation that all children will attend school unless extremely critically vulnerabel		<ul style="list-style-type: none"> Consider how to reassure parents of how you intend to keep their child as safe as possible. Consider contacting the Attendance Team to set up a return to school plan. 	We can manage two bubbles currently <u>Cotherstone</u> One child RA for child in school – no physical health needs <u>Bowes</u> We can manage two bubbles currently – no ehcp
16. What about the public facing areas? – Will parents/other visitors be allowed in? Are staff behind screens? Can doors be opened without visitors needing to touch? <i>Risk Assessment Link Area: Office areas Visitors to the school Deliveries to the school</i>	The planning guide for primary schools suggests schools should encourage parents of those eligible to attend to call each day if their child is absent.		<ul style="list-style-type: none"> Could communication to parents indicate the best way to contact school? Which visitors would be appropriate to enter school? Essential maintenance and delivery 	Letter to parents outlining safety actions and risks Where children do not attend without reason, office to telephone.

<p>17. Will there be sanitisers at entry points?</p> <p><i>Risk Assessment Link Area: Visitors to the school</i></p>			<p>yes</p>	<p>No parents in school – contact via phone/email only Essential visitors only peripatetic teachers in school social distancing</p> <p>No visitors except essential deliveries/ SEND</p>
<p>18. Staff shared areas – will you limit access to staff room and shared kitchen facilities? Limit on staff meetings?</p> <p><i>Risk Assessment Link Area: Welfare facilities Office areas Staff Wellbeing</i></p>			<ul style="list-style-type: none"> • How many staff could safely be in staff areas? Two if socially distancing • What expectations would there be of cleaning by staff after using the kitchen facilities? Where could physical staff meetings be held with enough space for social distancing, or would virtual meetings be more appropriate? 	<p>Staff to wipe down after use with disinfectant provided Staff meetings to continue via teams or socially distanced</p>
				<p>Staff meetings through Teams</p> <p>Access to staff room limited to two at any one time, from the same bubble.</p> <p>Staff to fully clean after use</p> <p>Wipes outside communal doors to be used on handles</p>

2. Consider: Health and Safety	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
<p>1. How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?</p> <p><i>See Durham Local Authority COVID-19 Risk Assessment Framework</i></p>		<ul style="list-style-type: none"> Phil Hodgson – Lead ‘School Logistics’ Task & Finish Group 03000 265842 phil.hodgson@durham.gov.uk David Gray - Health and Safety Team Leader 03000 265787 david.gray@durham.gov.uk 	<p>How will 1st Aid requirements be staffed?</p>	<p>This document to be appended to policies.</p> <p>KCSIE has updated annexe for Covid-19.</p> <p>Staff are all trained in first aid and will attend to own bubble with appropriate PPE.</p>
<p>2. How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?</p> <p><i>Risk Assessment Link Area: First Aid Provision and support with medication Emergency Situations</i></p>		<ul style="list-style-type: none"> Graeme Plews - School Places & Admissions Manager 03000 265777 graeme.plews@durham.gov.uk Julie Evans -School Places & Capital Programme Manager 03000 265783 julie.evans@durham.gov.uk 		<p>As above – review actions with staff on a weekly basis and update as necessary.</p>
<p>3. How will leaders implement the guidance implementing protective measures in education and childcare settings, including agreeing on any necessary updated health and safety policy and risk assessments.</p>		<ul style="list-style-type: none"> Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk Carole Tweddle – Contract Support Officer 		<p>All policies, risk assessments and amendments to be shared with staff and contractors.</p> <p>To sign as read first day at school – confirmation coming in currently by email</p>

<p><i>Risk Assessment Link Area: First Aid Provision and support with medication</i></p> <p><i>Emergency Situations</i></p>		<p>03000 268001 carole.tweddle@durham.gov.uk</p>		
<p>4. Have leaders considered what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated)? Are leaders and staff aware of updated protocols and procedures and updated the safeguarding policy?</p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed</i></p>		<ul style="list-style-type: none"> Beverley Attle – Contract Support Officer 03000 269542 beverley.attle@durham.gov.uk Aimee Scott – Strategic Account Manager Procurement 03000 265169 aimie.scott@durham.gov.uk Yvonne Martin – Civil Contingencies Officer 03000 264636 yvonne.martin@durham.gov.uk 	<p>Are school prepared for possible increase in disclosures?</p>	<p>All staff to be updated on a regular basis.</p> <p>DSLs in school or available via phone at all times.</p>
<p>5. What are the PPE needs for the staff at school? Consider contact and risk assess? What about impact on young/vulnerable children seeing staff in PPE?</p> <p><i>Risk Assessment Link Area: Personal Protective Equipment (PPE)</i></p> <p><i>Challenging behaviours displayed</i></p> <p><i>First Aid Provision and support with medication</i></p>	<p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their 	<ul style="list-style-type: none"> School Leadership Adviser Ian Shanks – Lead Education Safeguarding & Vulnerable Groups 03000 265908 ian.shanks@durham.gov.uk <p>External Support</p> <p>Public Health England</p>	<ul style="list-style-type: none"> When are appropriate times to wear PPE – e.g. to carry out 1st Aid? If so, what would be appropriate to wear, e.g. gloves & apron? Are there certain intimate care roles that may require some PPE, e.g. gloves & apron? 	<p>First Aid or intimate care (Accidents), distressed child needing comforting – mask, gloves, apron, goggles</p>

	<p>setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p>	<p>PHE North of England Regional Office Blenheim House West One Duncombe Street Leeds LS1 4PL United Kingdom</p> <p>0300 303 8395</p>		
<p>6. Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required.</p> <p><i>Risk Assessment Link Area: Personal Protective Equipment (PPE) Challenging behaviours displayed</i></p>	<p>Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.</p>		<ul style="list-style-type: none"> • What is the latest Government & PHE advice? 	<p>Administrators have sourced PPE</p>

<p><i>First Aid Provision and support with medication</i></p>				
<p>7. Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.</p> <p><i>Risk Assessment Link area: Deep Clean</i></p>				<p>Close, deep clean, reopen. All parents to be notified if suspected case. All bubble to self isolate if test confirmation positive 14 days – close deep clean</p>
<p>8. How will you manage situation if a child begins to show signs or symptoms of Covid –19?</p>			<ul style="list-style-type: none"> • Is there a space in school where a child could be isolated? • How will that child be supervised safely? Would some PPE be available to staff supervising a child with symptoms? 	<p>Cotherstone – isolate in HT room</p> <p>Bowes – rainbow room</p> <p>Yes – PPE will be available</p>
<p>9. How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented and supervised if necessary?</p>			<ul style="list-style-type: none"> • Could only 1 member of the family bring pupils to school? • Can parents drop off at school gate, not come into school grounds? 	<p>One member to drop off at school gate. 2m to be marked from gate for queue system</p>

<p><i>Risk Assessment Link Area: Moving about the building/school site Transport on and off the school site End of the school day Visitors to the school</i></p>				
<p>10. Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)</p> <p><i>Risk Assessment Link Area: Transport on and off the school site Emergency Situations Visitors to the school</i></p>	<p>Undertake a H&S check if school building has been closed. Review fire drill and practise the first week pupils return. https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</p> <p>Refer to https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>		<ul style="list-style-type: none"> • Does your fire drill procedure work within changes made to routes etc? • Plan regular practices with different groups of pupils. 	<p>Daily, weekly, monthly checks completed by school caretaker as normal and reviewed by senior staff Documents all listed in health and safety register</p> <p>H&S governor to complete H&S review W/C 01/09/2020</p> <p>Transport – see above</p> <p>Visitors – none to be granted access to school unless delivery and essential services for building maintenance or SEND</p> <p>Fire drill as normal senior staff member to take key and ring fire brigade if necessary – key to gate in staff key cupboard ALL STAFF TO BE AWARE OF KEY LOCATION</p>

<p>11. Have leaders planned arrangements with suppliers and checked they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school?</p> <p><i>Risk Assessment Link Area: Transport on and off the school site Visitors to the school Deliveries to the school</i></p>			<p>For specific catering advice, please contact your catering support officer.</p>	<p>Contact contractors. Food supplies to be dropped off at kitchen door whilst maintaining social distancing Other deliveries to be dropped off outside office whilst maintaining social distancing</p>
<p>12. How will leaders consider the impact of any changes to premises and systems on staff and pupils with protected characteristics, including race and disability.</p> <p><i>Risk Assessment Link Area: Moving about the building/school site</i></p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed</i></p> <p><i>Risk Assessment Link Area: Emergency Situations</i></p>				<p>Senior Staff to review protocols and policies and flag up any issues.</p>

3. Consider: Governance	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
<p>1. How are governors involved in the discussion and planning for the school re-opening?</p> <p><i>See Durham Local Authority Risk Assessment May 2020.</i></p>		<ul style="list-style-type: none"> Richard Crane – Lead ‘Governance’ Task & Finish Group 03000 265731 richard.crane@durham.gov.uk Jill Huntington – Deputy Governance Manager 03000 265687 jill.huntington@durham.gov.uk 	<ul style="list-style-type: none"> Is the HT in regular communication with the Chair of Governors? Does the Chair keep all governors up to date? Could the health & safety governor and safeguarding governor be involved in some way in a supportive role? 	<p>This document has been shared with COG and H&S governor for review & input. Governors of both schools have met via VC and have had the opportunity to ask questions and raise any concerns.</p>
<p>2. What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?</p>		<ul style="list-style-type: none"> School Leadership Advisors 		<p>This document shared with COG and any other relevant Governors. Governors aware of the national guidance on reopening schools.</p> <p>COG at Bowes and Cotherstone worked in concert over letter to parents/carers and Survey to parents.</p> <p>Currently schools subject to Shared Headship which requires liaison between COGs.</p> <p>Shared experiences will be useful in determining success of the opening and continued operation during this crucial stage in our School.</p> <p>HT and COG speak and communicate vis electronic means</p>

				<p>regularly i.e. at least three times per week.</p> <p>FGB meeting held via MS Teams on 20 May 20 at Bowes and Cotherstone CV meeting 21/5 further meeting on 2/6 COG Bowes wrote to all Governors following the meeting with update for School reopening. Meeting 15/7/20</p> <p>Governing Body made the decision to restart following discussion and consideration of all relevant facts.</p>
3. How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?				<p>Consultation with staff and governors evaluation of planning document and RA COG to liaise with HT specifically to address issues concerning Staff wellbeing and Pupil safety.</p>
4. What are school leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?				<p>Bowes Regular contact between HT & COG. FGB 20/5 see above COG communicating regularly with other governors. Valuable experience gained by teaching staff during lockdown whilst teaching children of critical workers.</p> <p>Information updates from DFE, DCC and Diocese (Leeds) to be reviewed and acted upon. Cotherstone</p>

				<p>Regular contact between HT & COG and H&S governor.</p> <p>Update meetings with all governors scheduled for 21/05/2020 & 02/06/2020. 15/7/20</p>
5. How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved?				<p>Restart Plan produced will be evaluated by Governors to ensure Safeguarding and Risk Management Plan mitigates risks to staff and pupils alike. Question of PPE for staff needs to be addressed. Also, vulnerable staff and children.</p> <p>Additional hygiene standards and cleaning to be rigorously enforced. At present only critical worker children are going back on 8 June and this may be widened to include Year 6 transitioning children in readiness for one month of teaching and learning prior to the end of the academic year.</p> <p>Communication with parents/carers essential to update and consider concerns over school conditions and implications of increased risks</p> <p>Regular contact between HT & COG. COG communicating regularly with other governors.</p>

<p>6. How are governors ensuring they are providing support to leaders in this current situation, including considerations around safety, work-life balance and wellbeing?</p> <p><i>Risk Assessment Link Area: Staff Wellbeing</i></p>				<p>Plan will re evaluated and changed if necessary, to ensure assistance is offered to staff and leaders. Looking further ahead plan will need to be updated and enhances in readiness for full school reopening in September. Aim to align measures between both schools as much as possible</p>
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4. Consider: Staff	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
<p>1. How are leaders going to communicate and consult with staff over the re-opening plan for their school?</p> <p><i>Risk Assessment Link Area: Staff who are pregnant. Office areas</i></p>		<ul style="list-style-type: none"> Janet Crawford – Principle Educational Psychologist 03000 263320 Janet.crawford@durham.gov.uk Ian Shanks – Pupil Placement & Education Safeguarding Manager 03000 265908 ian.shanks@durham.gov.uk 	<p>It is important that leaders know staff anxieties so that these can be addressed if possible.</p>	<p>Individually email & via Teams meetings where applicable.</p>
<p>2. What is the availability of current staff and what will need to be increased to accommodate increased demand? Need to consider those who might need to self-isolate/shield, but also those who can only return once their own children have returned to school.</p>	<p>Staff workload and wellbeing Governing boards 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 schools and colleges 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 boards will want to factor this into their resource and curriculum</p>	<ul style="list-style-type: none"> SEND/Inclusion leads peter.mulholland@durham.gov.uk Jackie.sharpe@durham.gov.uk Rachel.leonard@durham.gov.uk Dianne.hodgson@durham.gov.uk Lindsay Burkinshaw Specialist Advisory Teacher (SEMH) & Behaviour Intervention Team Leader 03000267767 lindsay.burkinshaw@durham.gov.uk 	<p>Will admin staff be available for work so that the office is manned? If not, how will this be addressed?</p> <p>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p>	<p>Each member of staff has been consulted individually on ability to return to school, under what circumstances, and when.</p> <p>Liaised with all staff - all are willing to return in September.</p>

<p><i>Risk Assessment Link Area: First Aid Provision and support with medication</i> <i>Staff who are pregnant.</i></p>	<p>planning and consider where additional resource could be safely brought in if necessary. Section 2 Planning guide for primary schools provides considerations for working out staffing ratio.</p>	<ul style="list-style-type: none"> Phil Hodgson – Strategic Manager, Professional Support & Development 03000 265842 phil.hodgson@durham.gov.uk 		
<p>3. How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?</p> <p><i>Risk Assessment Link Area: Staff who are pregnant.</i> <i>Staff Wellbeing</i></p>	<p>Need to implement flexible working practices to promote good work-life balance.</p>	<ul style="list-style-type: none"> Julie Rimmer – Support & Provision Lead Officer (CPD enquiries) 03000 265816 julie.rimmer@durham.gov.uk Christine Durand -Support & Provision Lead Officer (Safeguarding support enquiries) 03000 265797 christine.durand@durham.gov.uk Helen Nixon – Support & Provision Lead Officer (Early Years enquiries) 03000 268931 helen.nixon@durham.gov.uk Fay Biddlecombe – Senior Subject Professional Development Advisor (NQT enquiries) 03000 265844 	<p>The updated document ‘Mental Health is Everybody’s Business’ can support leaders in directing staff to appropriate support. https://www.durham-scp.org.uk/wp-content/uploads/2020/04/Making-Mental-Health-Everybody-COVID-19-supplementary-document.pdf</p> <p>Durham EPS Critical Incident, loss and bereavement guidance offers advice and guidance</p>	<p>Headteacher should have 1-2-1s (by phone / Teams/ face to face) with staff on a weekly basis, to ensure they have opportunity to express any concerns.</p> <p>Mental Health is Everybody’s Business to be shared with all staff members.</p> <p>COG to keep in regular contact with headteacher.</p>
<p>4. What minimum staffing will you require on a daily basis with the model of phased return?</p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed</i> <i>First Aid Provision and support with medication</i> <i>Deliveries to the school</i></p>			<p>Agree staff workload expectations</p>	<p>All staff in</p>

<p>5. What models of staffing are required for the school to be able to operate feasibly?</p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed First Aid Provision and support with medication Office areas Deliveries to the school</i></p>	<p>See sections 3 (maximum safe group size) and 4 (creating and staffing temporary groups) in the planning guide for primary schools</p>	<p>fay.biddlecombe@durham.gov.uk</p> <ul style="list-style-type: none"> School Leadership Adviser 	<p>Consider how home learning will be planned for and implemented, alongside staffing of pupils in school.</p> <p>Ensure key staff availability – e.g. DSL, DT, 1st Aid, caretaking and cleaning staff</p>	<p>Max. of 2 bubbles can be operated in both schools.</p> <p>Staff will operate the home learning program in parallel to the lessons to be learned in school in case of bubble closure - oak academy/ google classroom</p>
<p>6. How will the return be managed with staff changing regularly? How will staff be informed of this information?</p>	<p>Planning guide for primary schools suggests that planning should not be on a rota basis, but pre-existing rotas may continue.</p>			<p>Small schools – easy to communicate directly with all staff members on regular basis via phone, email or Teams.</p>
<p>7. What cover plans have been thought of should leaders/teachers have significant absence? (all staff)</p> <p><i>Risk Assessment Link Area: Staff who are pregnant.</i></p>	<p>Planning guide suggests any cover should be on a weekly, not daily, basis to reduce contact.</p>			<p>Significant absence will have impact on running of both schools, as no spare capacity exists in staff able to return to school. May need to resort to initial key worker + vulnerable children bubble only.</p>
<p>8. What staff training (either delivered remotely or in school) might be needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding</p>				<p>Teams meeting on 16/7/20 Government guidance, planning and RA shared with staff PPE training video shared with staff Safeguarding and other policy changes shared with staff</p>

<i>Challenging behaviours displayed</i> <i>: First Aid Provision and support with medication</i>				
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5. Consider: Pupils	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
<p>1. How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i> <i>Moving about the building/school site</i> <i>: End of the school day</i></p>		<ul style="list-style-type: none"> • Karen Sproates – School Meals Team Leader 03000 269535 karen.sproates@durham.gov.uk • Janet Crawford – Principle Educational Psychologist 03000 263320 janet.crawford@durham.gov.uk • School Leadership Adviser 		<p>See above for use of space by distinct bubbles & use of outdoor space by the different bubbles.</p> <p>Bowes mile Outdoor activities Forest schools Gardening Archbishop of York Home learning</p>
<p>2. How are transport arrangements being managed and maintained for pupils? How will this look as increased number of</p>	<p>Parents and children and young people should be encouraged to walk or cycle where possible and avoid public transport at peak times.</p>	<ul style="list-style-type: none"> • Simon Day – IPT Contract & Services Manager 03000 268521 simon.day@durham.gov.uk 		<p>Transport needs to be assessed and met by DCC</p>

<p>pupils attend school at different times/days?</p> <p><i>Risk Assessment Link Area: Transport on and off the school site</i></p> <p><i>Risk Assessment Link Area: End of the school day</i></p>	<p>Schools, trusts and local authorities should work together and with relevant transport providers to put in place arrangements which fit the local circumstances, including the measures being put in place to reduce contact. Further guidance is available in Guidance on implementing protective measures.</p>	<ul style="list-style-type: none"> • Adrian White – Head of Transport & Contracts Services 03000 267455 adrian.white@durham.gov.uk • Andrew Leadbetter – Integrated Passenger Transport Manager 03000 268512 andrew.leadbetter@durham.gov.uk 		
<p>3. What do leaders think will be more difficult or not possible to do in school due to social distancing rules? Are there alternatives that could be considered for now and/or in the future?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i></p> <p><i>Risk Assessment Link Area: Moving about the building/school site</i></p>	<p>Planning guidance for primary schools advises limiting shared resources.</p>			<p>Social interaction Keeping 2m distant Lack of resources available due to cleaning necessity</p>

<p>4. What will be the provision of meals look like and how will arrangements be made to ensure social distancing?</p> <p><i>Risk Assessment Link Area: Moving about the building/school site</i></p>	<p>To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens and ensure that meals are able to be prepared and served safely.</p>		<p>For specific advice, please contact your catering support officer.</p>	<p>Bubble lunches in hall with cleaning between sessions. No shared lunches outside of the bubbles.</p>
<p>5. Have leaders considered whether breakfast or after school can operate?</p>	<p>Schools are not required to run these. They should only run if children can be kept in the same groups as during the day or safely distanced.</p>			<p>Yes – split across room into bubbles</p>

6.Consider: The curriculum and learning	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. Support for home learning – how will schools manage the home school curriculum effectively for children not returning or returning part time.	Consider using Oak National Academy and other platforms for online learning as more teachers are needed in school remote education during the coronavirus	<ul style="list-style-type: none"> School Leadership Adviser Janet Crawford – Principle Educational Psychologist 03000 263320 janet.crawford@durham.gov.uk 		Utilising other learning programmes (e.g. BBC Bitesize, Oxford Learning Owl, Oak National Academy) google classroom
2. What changes will need to be made to behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting? <i>Risk Assessment Link Area: Challenging behaviours displayed</i>	Planning guidance for primary schools recommends updating behaviour policies (see annexe A), staff training on this (see annexe B) and proactively teaching them to children (and parents).	<ul style="list-style-type: none"> Specialist Send and Inclusion teams and EPS – contact your link EP and Sen teams or eps@durham.gov.uk Clare Nicholls – Pupil Placement & Attendance Manager 03000 265535 clare.nicholls@durham.gov.uk 	Are behaviour policies fit for purpose in light of the impact of the COVID-19 lockdown on pupils’ mental health & well-being? Do any adaptations need to be made? Are there any staff training implications needed in light of this?	Yes fit for purpose – review as necessary
3. What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?	Schools and colleges continue to be best placed to make decisions about how to support and educate all their pupils during this period, based on the local context and staff capacity. Where year groups are returning to school, we would expect school leaders and teachers to:		What is ‘reasonable’? What do we want for our children in the summer term? Do we begin with re-engaging pupils with the process of learning?	Same provision in school as for those at home. Heavy emphasis on PSHE/ outdoor learning Recovery curriculum – agents of hope in place together with new outdoor learning curriculum

	<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 agree what adjustments may be needed to the school curriculum over the coming weeks. Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils. Support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7 including academic readiness to make up any losses to learning 		<p>Do we focus on PSHE, wellbeing and the basics at first?</p> <p>What are our revised expectations for the curriculum?</p>	
4. How are leaders looking at the development of the curriculum for 2020/2021?			<p>As above, will the full curriculum be gradually introduced?</p> <p>What will priorities be?</p>	<p>Gradual reintroduction of curriculum and pshe focus with assessment to determine starting points</p>
5. Have leaders planned for addressing mental health, pastoral or wider well-being concerns and considered	<p>Opportunities for talk, one to one conversation with trusted adult, refocussed lessons on wellbeing or staying safe</p>		<p>This document highlights a wide range of evidence based mental health supports relevant to Durham</p>	<p>Documents circulated, counsellors and teachers will respond to need – services signposted</p>

<p>what additional support might be needed for all pupils?</p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed</i></p>			<p>https://www.durham-scp.org.uk/wp-content/uploads/2020/05/MH_and_EW_Support_CYPS.pdf</p>	
<p>6. How will leaders ensure support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND)?</p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed</i></p>	<p>See section 6 on planning guide for primary schools.</p>		<p>SENCO to liaise with SEN casework team to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.</p>	<p>Children will be reassessed and SEND needs identified and actions taken accordingly with SEND plans being updated. Intervention timetable will be reassessed, and provision catered for</p>
<p>7. How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?</p>	<p>No school will be penalised if they are unable to offer a broad and balanced curriculum to their pupils during this period.</p>			<p>Work provided is being moderated and reviewed. Teachers practise Quality First Teaching as regards planning and support and will do their very best</p>
<p>8. How well developed is your curriculum for pupils around mental health and wellbeing. Does it consider</p>			<p>Guidance from Durham to follow shortly 'Safe, Happy Settled'.</p>	<p>Bowes is a resilience school and highly regarded for its pastoral and mental health support as is Cotherstone. Cotherstone will</p>

<p>principles around say the 'Thrive' Model</p> <p><i>Risk Assessment Link Area: Challenging behaviours displayed</i></p>				<p>take part in Durham Resilience Program In Autumn term</p>
<p>9. How will leaders maintain attendance records?</p> <p><i>Risk Assessment Link Area: Staff and pupils not attending school</i></p>	<p>Schools should prepare to resume taking the register as well as completing the daily returns to the DfE. Further guidance to be published.</p>			<p>Normal register taking procedures to be followed – small schools, so straightforward to monitor number of pupils on the school at any one time. Registers will be distributed and collected hygienically and not touched by children</p>

7.Consider: Communication with pupils/students	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. What contact will staff have with pupils to share expectations for return to school?		<ul style="list-style-type: none"> School Leadership Adviser 		Letter detailing arrangements to be sent to parents. Courtesy calls have continued with pupils at home. Transition contact has been in place for new starters
2. Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?			<p>Could photos of the changes of what school & their classroom look like be shared before they arrive in school?</p> <p>Will timetables, routines be shared before pupils return?</p>	Letter detailing arrangements to be sent to parents. Video tour on website, teams meetings with preschools and telephone calls to preschools and parents, emails.
3. How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?				Small group and one to one discussion
4. What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively?			Is any staff training or discussion required before reopening to prepare for this?	Teams meeting 16/7/20 to discuss, counsellor to support PD day 1/9/20

5. How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily school life?				Feedback from children in school will be considered and responded to
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8.Consider: Communication with parents	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?				Emails to be sent to all parents on the changing plans for school reopening. Also to be posted in parents' section of website, and (possibly) social media channels.
2. How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind? <i>Risk Assessment Link Area: Staff and pupils not attending school</i> <i>Risk Assessment Link Area: Welfare facilities</i>				On a case by case basis. Schools are sufficiently small to manage the individual concerns of parents.
3. How involved are governors in communicating with parents and the school's community?			A communication from governors can be helpful to school leaders in reassuring parents that all safety precautions possible have been actioned.	Involved. Letter to be sent to parents by the COG reiterating and supporting the proposed return to school plans, and the rationale and support available.

9.Consider: LA/Trust/Diocese/RSC	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. What support will leaders require from LA/Trust/RSC throughout each phase?			Contact leadership advisers and/or other appropriate officers for advice.	EDP available to answer queries
2. What additional support can be brokered – working together – for example, clusters of schools, within federations or trusts etc.?				Bowes & Cotherstone already pooling thoughts & processes. Headteacher in regular contact with heads of other schools in the area.
3. How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?				As above – regular communication with governors and cog

10.Consider: Transition	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
<p>1. How will leaders contact and support transition of new children of all phases for September 2020 – and will leaders consider changing induction arrangements?</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms / Hall areas</i></p> <p><i>Risk Assessment Link Area: Moving about the building/school site</i></p> <p><i>Risk Assessment Link Area: End of the school day</i></p> <p><i>Risk Assessment Link Area: Visitors to the school</i></p> <p><i>Risk Assessment Link Area: First aid provision and support with medication</i></p>	<p>See section 11 planning guide for primary schools.</p>	<ul style="list-style-type: none"> School Leadership Adviser Direct contact with link EP and Send and Inclusion teams, including EWEL team, or eps@durham.gov.uk David Wall – Inclusion & Alternative Provision Co-ordinator 03000 265903 david.wall@durham.gov.uk 		<p>Virtual video of school Letters from head, teachers Teams meetings with nursery, phone calls Two flexible days for school access in September</p> <p>Induction taken place with secondary -teams meetings with children, access to online learning, teams meetings with staff to share info</p>

<p>2. How will leaders contact and support transition of new early years children for September 2020</p> <p><i>Risk Assessment Link Area: Maintaining infection control in the Classrooms/Hall areas</i></p> <p><i>Risk Assessment Link Area: Moving about the building/school site</i></p> <p><i>Risk Assessment Link Area: End of the school day</i></p> <p><i>Risk Assessment Link Area: Visitors to the school</i></p> <p><i>Risk Assessment Link Area: First aid provision and support with medication</i></p>				As above
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