

# FAMILIES OVERVIEW AND SCRUTINY COMMITTEE AGENDA

**Thursday, 10 September 2020 at 1.30 pm to be held virtually via Microsoft Teams**

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From the Chief Executive, Sheena Ramsey

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Item	Business
<b>1</b>	<b>Apologies for absence</b>
<b>2</b>	<b>Minutes of last meeting</b> (Pages 3 - 8)  The Committee is asked to approve as a correct record the minutes of the last meeting held on 5 March 2020
<b>3</b>	<b>Education Service Response to Covid</b> (Pages 9 - 100)  Report of Strategic Director, Children, Adults and Families
<b>4</b>	<b>Children Social Care Services Response to Covid</b> (Pages 101 - 154)  Report of Strategic Director, Children, Adults and Families
<b>5</b>	<b>Early Help Service Response to Covid</b> (Pages 155 - 156)  Report of Strategic Director, Children, Adults and Families
<b>6</b>	<b>Performance Report</b> (Pages 157 - 176)  Report of Strategic Director, Children, Adults and Families

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Tel: 0191 433 2088, Date: Wednesday, 2 September 2020

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**GATESHEAD METROPOLITAN BOROUGH COUNCIL**  
**FAMILIES OVERVIEW AND SCRUTINY COMMITTEE MEETING**

**Thursday, 5 March 2020**

**PRESENT:** Councillor  
Councillor(s): M Hall, D Bradford, C Buckley, L Caffrey, B Clelland, C Davison, L Kirton, M Ord, R Oxberry and I Patterson

**CO-OPTED MEMBERS** Jill Burrell

**IN ATTENDANCE:** Councillor(s): G Haley

**F41 APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor P Craig, Councillor S Craig, Councillor Gallagher, Councillor McCartney, Councillor McMaster, Councillor Reay and co-opted member Tim Kynoch.

**F42 MINUTES OF LAST MEETING**

The minutes of the meeting held on 30 January 2020 were agreed as a correct record subject to Councillor Haley's attendance being removed as he was not present.

*Matters Arising*

A briefing on the Sixth Form at Heworth Grange has been circulated to Labour Group it was agreed that this would also be circulated to the Liberal Democrat Group.

**F43 0-19 SERVICES**

Committee received a report on the work of the 0-19 Public Health Nursing Service since the start of the contract with Harrogate and District NHS Foundation Trust (HDFT) in July 2018. The model is based on the Public Health England model which is the 4-5-6 approach for health visiting and school nursing.

It was noted that there is regular performance management with quality reporting taking place every quarter where particular key themes are looked at. In terms of 2019/20 performance the target for Health Visitor mandated visits is 85%, this has been exceeded and is being steadily maintained. Breastfeeding status at 6-8 weeks is recorded for 99.4% of cases. Previously there were issues in relation to capturing this data electronically and this has been worked on over the past year. For the first three quarters of the year the average percentage of infants being breastfed at 6-8 weeks is 39.4%, this was previously between 37-38% therefore progress is being

made. However, performance in Newcastle continues to be higher than in Gateshead in respect of breastfeeding.

It was reported that changes have been made in terms of service provision with the introduction of electronic case management through SystemOne. This system captures, manages and reports all clinical data.

There is now a dedicated 0-19 SEND Team which offers targeted interventions around toileting, sleep, play, behaviour, communication, anxiety and routines. The Team focuses on transition years.

There is a dedicated Emotional Resilience Nurse who provides advice, consultation, training and professional support for staff. This nurse will help schools to develop strategies to ensure emotional wellbeing needs of the whole school, this is through school assemblies, group work and virtual drop ins.

There is a dedicated thematic lead for infant feeding to increase figures and achieve stage 2 accreditation of the Baby Friendly Initiative. Antenatal support is offered as well as a full breastfeeding assessment at the newborn visit.

The Integrated Referral Team (IRT) now has a Specialist Nurse Child Protection within the team which was not part of the original model.

It was reported that the Growing Healthy Pathway was launched in December, this is a Health Visitor led pathway supporting families through the early identification of need. This allows an enhanced offer of support including increased contacts.

It was noted that equality and diversity principles are embedded across the service which allows different needs to be responded to. For example, there is a special Jewish clinic for Jewish families as well as virtual drop ins.

Committee was advised that a strong digital strategy is in place and there is a big following on various social media channels. Work is ongoing to support young people in school transitions and staff health and wellbeing.

It was questioned how the current service compares to what was in place previously. It was noted that there are now good working relationships with Harrogate and District Trust and therefore officers are able to identify what is not working well and how this can be improved. Staff are now in-house instead of being a commissioner provider relationship. In terms of value for money it was noted that 20 Health Visitors have been lost due to a reduced budget, however there has been an increase in the number of mandated contacts.

The point was made that there is a link between tongue tie and the ability to breastfeed. It was confirmed that any cases in Gateshead are referred to the RVI in Newcastle and that in Gateshead a full breastfeeding assessment is carried out so they can identify issues such as tongue tie early and refer on.

RESOLVED - That the Committee noted the contents of the report.

#### **F44 SOCIAL WORK RECRUITMENT AND RETENTION / QUALITY OF SOCIAL WORK PRACTICE - PERFORMANCE UPDATE**

Committee received a report around Social Work recruitment and retention and performance update.

It was noted that the current picture is quite positive, in May 2019 the Ofsted inspection commented on the stable and skilled workforce. The situation remains stable and currently the service is recruiting four permanent posts in both the Edge of Care and LAC teams.

Average caseload for social workers is 17, however some will have slightly more or less than this based on experience. Last year the Principal Social Worker survey was conducted and the results were very positive. On a scale of 0 to 10, (10 being very much), 84% of respondents selected 7 or above in relation to feeling safe, supported and confident to practice social work in Gateshead. The survey also identified the positives about working for Gateshead, these include continuing practice development, good management support, peer support and quality of staff.

In the last 12 months sickness absence has reduced from 9.6 days to 7.42 days per full time equivalent. Therefore the number of days lost reduced from 1540 to 1048. Stress, depression, anxiety, mental health and fatigue remain the biggest cause of sickness absence.

The gender balance of social workers is predominantly women, this means regular maternity leave needs to be managed through temporary vacancies.

- RESOLVED -
- (i) That the Committee will continue to champion the work undertaken by the Council's Children and Families Social Workers
  - (ii) That the Committee noted the content of the report
  - (iii) That the Committee agreed to receive regular reports from the C&F Principal Social Worker regarding issues affecting the workforce recruitment and retention.

#### **F45 SPECIAL SCHOOL PROVISION AND DEVELOPMENTS**

A report was presented on changes and developments to special school provision. It was noted that regular meetings are held with special school Head Teachers to talk about provision, pressure points and how transition is arranged.

At present there is pressure in terms of places and what capacity there is within Gateshead. It was noted that Eslington has expanded its provision but is now full and there are waiting lists for all special schools. It was confirmed that this is a national picture.

Conversations have been ongoing with Head Teachers and officers around future

designation and gaps have been identified around behaviour provision and for those with anxiety and autism with complex needs.

The point was made that there needs to be more strategic thinking so that we can work with schools to provide what young people need and not just be reactive. It was confirmed that the SEND Strategy looks to feed into the strategy where the needs are. In addition through the annual needs assessment the service tries to respond to where the need is.

It was recognised that there is a bigger SEN population than the schools can cater for. In addition, the special schools are also supporting typical Cedars pupils to be in mainstream schools.

Committee was advised that there has been a 46% increase in Education Health Care Plans since 2015. In terms of the tribunal system this will only look at a particular child's needs at that point in time regardless of how many other children are waiting for places.

Committee agreed it would be useful to carry out a visit to a Special School.

RESOLVED - That the Committee continue to receive an annual report on Special schools and provision.

#### **F46 SEND UPDATE**

A report was presented on progress made in relation to ensuring the needs of children and young people with SEND are being met.

The increase in EHC Plan reflects the national picture. Gateshead is slightly above the 2% national average of the total 0-25 year old population with an EHC Plan at 2.1%. In terms of SEN Support, the number of children in receipt of this has increased from 3400 to 3471 which equates to 11.5% of all pupils in Gateshead. Guidance has been prepared for all Gateshead settings to clarify what expectations are.

There continues to be pressures on special schools, there are now 641 pupils and 63 are in out of borough provision. There has been increases in all areas of need.

The SEND Strategy Group has been re-established and is looking at key transition points and the support to early years providers to improve inclusion for children with SEND.

The next steps include; reviewing the ARMS provision, review the need for increased SEMH provision, consider a reduction in central teams funded via high needs block and reducing the numbers accessing alternative provision.

RESOLVED - That the Committee noted the update on how the Council is meeting the needs of children and young people with SEND and agreed the next steps outlined in the report.

## **F47 WORK PROGRAMME**

The Committee received the work programme report setting out the provisional work programme for the Committee for the year 2019/20.

- RESOLVED -
- (i) That Committee noted the provisional work programme.
  - (ii) That Committee noted that further reports on the work programme will be brought to the Committee to identify any additional policy issues, which the Committee may be asked to consider.

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**TITLE OF REPORT:** Schools and Education Services Response to CoVid  
**REPORT OF:** Caroline O’Neil, Strategic Director – Children, Adults and Families

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## Summary

This report provides a summary of the actions taken by Gateshead schools and the Council’s Education Service in response to CoVid 19 and, in particular, response to the partial closure of schools.

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## Background

As a response to a growing Covid-19 infection rate schools in England were required to partially close from March 20<sup>th</sup> to all children apart from those children of key workers and vulnerable children. This decision was made following similar decisions in Wales, Scotland and Northern Ireland.

The DfE announced that schools would begin to open up to more children from June 1<sup>st</sup> with children from Nursery, Reception, Year 1 and Year 6 being welcomed back to school. It was planned that all primary age children would be back to school by the end of June, but on the 9<sup>th</sup> June the government announced that primary schools would not reopen further year groups.

Secondary schools were required to reopen for Year 10 and 12 from June 15<sup>th</sup>.

School attendance would not be compulsory for pupils, irrespective of whether there was a place available or not until the start of the new academic year.

There is a clear expectation that all pupils should return to school from the beginning of the autumn term.

## The Gateshead Response

- The Council and the schools agreed that all schools should remain open for the children of key workers and vulnerable children. This decision was made as it kept both children and staff in a familiar environment reducing any potential emotional stress and also it kept children in small and more ‘safe’ bubbles.
- The schools remained open for these groups through school holidays and Bank holiday.

- The School Meal Service provided all children eligible for a free school meal with a meal. If these children were not attending schools then school staff or volunteers often delivered meals.
- School staff often became part of a rota that reduced the number of adults in a school; reducing the risk of infection.
- Children attending schools were taught in small groups or bubbles with a highly adapted curriculum.
- Schools quickly produced online resources to support learning or signposted parents to high quality resources
- Most schools contacted pupils and parents/carers by phone to keep in close contact and provide academic or emotional support.
- Schools decided when they would open further to children beyond key worker and the vulnerable groups. Decisions were made following robust risk assessment and the Council supported this approach. Schools in Gateshead, largely, did not open further until June 8<sup>th</sup>. From June 8<sup>th</sup>, based on risk assessment, Schools opened more cautiously than the government's guidance of Nursery, Reception, Y1 and Y6 returning. A number of schools were only able to provide education for the key worker and vulnerable groups as class sizes were significantly reduced to allow for social distancing.
- A core group of the Council's education staff remained at Dryden to provide direct support for schools. A daily email (appendix 1) was produced since lockdown began. This email initially was only sent to Headteachers but then, subsequently, to the Chairs of Governors.
- The education team produced a recovery curriculum (appendix 2) that supported schools for the time when all children return to school. The Recovery Curriculum has a significant focus on emotional wellbeing.
- The Council's Social Care and Education Teams worked together to identify those children that would most benefit from returning to school. Approximately 70% of the identified pupils returned to school.
- Headteacher representatives met every week, in person and safely, with education, HR, schools meals & cleaning, public health and health & safety officers to discuss the practicalities of opening schools during a pandemic
- A council produced Risk Assessment was completed by all schools and shared with the Unions. Using this Risk Assessment schools decided how they would reintroduce more children to school. Not all schools followed the Government guidance of Nursery, Reception, Y1 and Y6 returning at the same time.

### **Readiness for September**

- All schools, at this time, are preparing to welcome all children back to school in September.
- Only a few schools will be a base for Summer Activities for children.
- The Risk Assessment document (Appendix 3) is now in a second version which addresses the issues of full schools in September.

- The Council's education staff plan to return to schools from September. Procedures and practices will be in place to minimize risk to the Council staff, the School staff and the pupils.

### **Recommendations**

OSC is asked to consider the response to the partial closure of schools by the schools and education services.

Contact: Steve Horne	Extension: 8604
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## Rosalyn Patterson

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**From:** Andrew Carr  
**Sent:** 07 July 2020 16:12  
**Subject:** educationGateshead Update - 07/07/2020  
**Attachments:** Signpost 4.pdf

**This email is sent on behalf of Steve Horne, Service Director – Education, Schools & Inclusion:**

Dear Colleagues,

Here is the key information for today from educationGateshead:

### **Reporting Deadline for PE and Sport Premium**

The DfE announced yesterday that the PE and Sport Premium funding is to be made available to schools again in 2020-21. This is great news to support the development of PE and Physical activity for our pupils.

They also stated that the on-line reporting requirements are still in place 'although under review.' The detail is as follows:

*You must publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July 2020 at the latest (however, this position is currently under review by the DfE). Online reporting must include:*

- *the amount of premium received*
- *a full breakdown of how it has been spent*
- *the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment*
- *how the improvements will be sustainable in the future*

*You are also required to publish the percentage of pupils within your year 6 cohort in the 2019 to 2020 academic year who met the national curriculum requirement to:*

- *swim competently, confidently and proficiently over a distance of at least 25 metres*
- *use a range of strokes effectively*
- *perform safe self-rescue in different water-based situations*

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is therefore essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.*

Regarding the swimming data they do concede that there may be limitations to the information you have available as a consequence of the Covid19 crisis. Your report should indicate any limitations to the data and give what data is available. In instances where no data is held then state this in the report.

### **CPD Update**

- If your school had staff booked on to training sessions from 17<sup>th</sup> March 2020 onward and those courses were only part delivered or fully cancelled, you will have been charged as follows:

- Part delivered sessions (e.g. NQT Programme/Gateshead Fluency Project) have been charged on a pro-rata basis
- Cancelled sessions no charges have been raised
- Online Training and Recording - Recovery Curriculum (English & Maths) for Subject Leaders. Please find below the links to our recordings from the sessions for all schools in our SLA and those who booked for this event:  
English Recovery Curriculum for Subject Leaders: <https://youtu.be/IE9omSebcGA>  
Maths Recovery Curriculum for Subject Leaders: <https://youtu.be/4c93FFYZQas>
- Future online session recordings will not be available for distribution. Sessions will be recorded for training purposes only.

**Services for Schools North East is LIVE!** New training is being added every day. Go to [www.servicesforschoolsnortheast.org.uk](http://www.servicesforschoolsnortheast.org.uk) to book courses, check availability and bookings, and see what's coming up.

### Remote Education

- The Education Endowment Foundation undertook a rapid review of remote learning [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Remote\\_Learning\\_Rapid\\_Evidence\\_Assessment.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf)  
The conclusion, key findings and implications, pages 23 to 25 provides some helpful insights for schools when reviewing current practice and for planning for the next academic year.
- The Ed Tech Demonstrator Programme includes a network of schools and colleges across England who exhibit effective practice in the use of technology. The programme was announced last year to boost peer-to-peer support on the effective use of technology and has now been tailored to help schools and colleges provide education remotely. Upcoming webinars and live events from the Ed Tech Demonstrator Programme can be found by following the link <https://docs.google.com/document/d/1GKJZ0fujlCX5FGJc-2UZJlgotZ42Cq01rdOrkieqYLA/edit>

### Recovery Curriculum

- As we reflect on the guidance shared by the DfE last week regarding the next academic year and begin to put termly plans in place, let us continue to be mindful of the Recovery curriculum approach. There is beginning to be more discussion about Catch-up in core areas and some thoughts also going towards end of year statutory assessments, from the DfE and Ofsted, which could push us away from the essence of this Recovery curriculum into narrow curriculum and catch-up. We believe, like you, that promoting the well-being of pupils on their return will then enable them to be in the best place possible for learning. Key to this preparation is helping all staff take the longer-term view of recovery and use the information gathered from the 'sending teachers' in 2019-20 to inform planning for the whole academic year 2020-21, within a framework that supports positive mental health and well-being.
- If you feel that you would like some further support or re-assurance, about the Recovery curriculum approach, please get in touch with either your Link Inspector or the Primary Consultants who will be happy to offer this support.

### Signpost Newsletter Issue 4

- Please find attached the latest issue of Signpost 4, our curriculum newsletter, which this month has a focus on Modern Foreign Languages. Please share the resources which are reviewed with your MFL leader and other staff.

Kind Regards,

Steve

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## ‘Recovery’ Curriculum 2020-21

*Supporting pupils and staff in the wider opening of schools and return to teaching the National Curriculum from September 2020*



## Contents

1. Importance of Mental Health and Well-being in a Recovery Curriculum
2. Identifying and supporting those pupils experiencing Mental Health difficulties upon returning to school
3. Principles for developing a Recovery Curriculum
4. Training
5. Use of resources
6. Monitoring Mental Health questionnaire
7. Signpost 1-3 (Curriculum Newsletters)
8. English Curriculum
9. Maths Curriculum
10. Principles for Foundation subjects – advice for Art, Science, Geography and Music

This full resource can be accessed if you have the appropriate SLA with Education Gateshead that gives access to the eGHub. External schools also purchasing the Advice and Support SLA will be sent a copy of the resources on a memory stick. If you do not have this SLA and would like access to these resources, please contact Andy Carr in our Admin team who would be happy to help. ([AndrewCarr@Gateshead.Gov.UK](mailto:AndrewCarr@Gateshead.Gov.UK) )

**Any questions about the Recovery Curriculum or contents of this document please direct to Stephen Jones (Primary Link Inspector) [stephenjonescwl@gateshead.gov.uk](mailto:stephenjonescwl@gateshead.gov.uk) or Jane Sutton (Primary Link Inspector) [janesutton@gateshead.gov.uk](mailto:janesutton@gateshead.gov.uk) in the first instance.**

## Section 1: Importance of Mental Health and Well-being in the Recovery Curriculum



There is a great risk that when we finally have all our pupils back in school, we could fall into a cycle of intense catch-up which would be unhelpful for both staff or pupils, potentially compounding anxiety and other mental health difficulties. These may already be significant for pupils and staff, as a result of the Coronavirus crisis and lockdown.

*‘Rather than becoming trapped in a results-based culture focussed upon catch up, we need to focus more upon recovery and well-being, helping pupils develop positive mental well-being and attitudes which will then help them be in the best place for learning to occur.’ (Prof Barry Carpenter – Professor in Mental Health in Education at Oxford Brookes- May 2020).*

The charity Barnardos have also produced a report ‘Time for a clean slate’ (May 2020) which warns:

*‘Children have been exposed to an unprecedented level of trauma, loss and adversity, with those who were already vulnerable likely to have been badly affected.’*

They recognise that as we prepare schools for wider opening and the eventual return of all pupils, we have a ‘*once in a lifetime opportunity*’ to place mental health and well-being at the heart of education.

Mental Health charities in surveys of their young clients and young people are seeing significant increases in mental health problems:

- Young Minds survey of young people with existing conditions found that 83% reported an increased anxiety, problems with sleep, panic attacks or urges to self-harm.
- Barnardos’ practitioners report that 69% of their clients have increased mental health issues since the Covid19 crisis began.
- Surveys of school staff found that 88% of schools felt that Covid19 would impact upon the mental health and well-being of pupils. 67% felt that changes to curriculum structures and exam process would help them to better support the mental health and well-being of pupils.
- A study by Oxford University has found that 1/5 of pupils do not now feel safe to leave their homes.
- 72% of practitioners in the Barnardos study stated that families were expressing significant concerns about becoming infected by Covid19, which was evident in only approximately 5% of Vulnerable children attending school since the crisis began.

In addition, all pupils have lost some of the key stability factors of their lives, such as loss of routine, structure, friendship, opportunity and freedom. Each of these can be potential triggers to anxiety, trauma and sense of bereavement.

As we seek to plan for the further opening of schools and the return, in the new academic year, to the full expectation of delivering the National Curriculum we must be mindful of the experiences of our pupils and their families during the lockdown.



This helps to direct and guide our thinking about the priorities of transition, over a timescale which, for a significant number of pupils may be longer than we envisage.

Perhaps we can think of this in terms of the potential losses and changes which all, most and some of our children have experienced as we begin to re-write and structure our curriculum:

All children	Most children	Some children
Experienced different routines at home	Have missed seeing their friends and family as regularly as before the lockdown	Will not have missed their friends, peers and wider family
Have not seen the majority of their friends and peers	Will have experienced the anxiety of adults around them concerned about the virus	Will not have missed school
Have had little opportunity to play in groups of more than 2-4 (this being their own family)	Have missed opportunities to play with their friends face to face.	Will not have enjoyed spending more quality time with their immediate family
Will have followed different rules and expectations at home	Will have had opportunity to undertake some home learning	Will feel scared and have no one to talk to
Have had limited contact with adults outside their immediate family	Will have spent additional time outdoors	May no longer feel safe in school
Will have sensed their community in isolation as being an unsafe place to be	Will have learnt that they should be wary of contact with others	Could have experienced bereavement for the first time
Will have increased awareness of viruses and bugs being very dangerous	New understanding of the importance of hand washing to kills germs/viruses	May have had no one to listen to them or talk to them
Experienced a sense of isolation at times	Will now understand the Government makes decisions which affect us all	Will have experienced family stress/anxiety and perhaps seen DV
Developed an understanding of adults socially distancing when outside, queuing for food etc	Developed greater respect for the NHS and key workers	May not feel safe outside the boundaries of their home
Will have had greater contact with the people in the family they live with	Spent more time on electronic devices and watching TV than before	May have enjoyed not having structure and routine in their lives
	Have a greater awareness of illness and death	Could have felt abandoned by friends, family and school staff
	Will have enjoyed spending more quality time with their immediate family	Will now be negative and disengaged with school, not appreciating its importance to life
		May become overwhelmed by the physical and sensory perception of others around them in school

This list is not exhaustive, and it will be helpful during the summer term 2020 to speak with your parents and families in order to develop a sense of each child's experiences and those areas which may prove difficult upon returning to school.

*“While addressing gaps in learning is undeniably important, children need to be ready to learn first. The impact of enforced isolation on young people is little understood, yet likely to be significant for many. This might range from loss of routine, social interaction and self-regulation to an erosion of Mental Health and coping with anxiety, bereavement and trauma.”*  
(Nick Brook, Deputy Leader NAHT)

In identifying the starting point for a Recovery Curriculum, the Scottish Government have given a helpful reminder not to negate the impact of the lockdown upon our pupils and staff:

*‘Set out a clear statement of intent to prioritise the physical, mental and emotional well-being of children and young people, practitioners and families. Recognition that good health and well-being is fundamental to ensuring that children and young people can engage effectively in their learning.’* (Scottish Government: Coronavirus (Covid 19) – Curriculum for Excellence in the Recovery Phase. May 2020)

## **Section 2: Identifying and supporting those pupils experiencing Mental Health difficulties upon returning to school**

The CALM model may be helpful for staff to be aware of as we welcome children back into our schools:

C – Connect to where the person is emotionally

A – alert for any changes in the situation

L – Listening to the needs of the young person

M – Mindful to empower the Young Person to grow resilience in order to help them move forward.



It is clear that some young people are experiencing significant changes and challenges at the moment. For these young people we may need to use an appropriate screen for risk factors and to establish the root of their challenges. This may result in a referral for further support to External Agencies, such as The Educational Psychology Service, CAMHS or the School's own Counselling or Mental Health Team. A useful screening tool from the Educational Psychology team is available at:

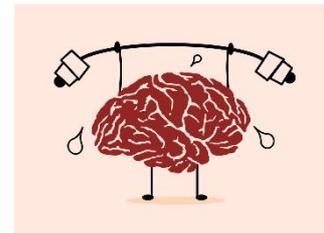
<https://educationgateshead.org/educational-psychology/>

(Open link in section: Newsletter/Resources and Documents: Monitoring Checklist (Newsletter 2) – also found in Appendix 1)

This could be completed by a practitioner who knew the child well before the lockdown and also by the teacher/practitioner working with the child now. It will give a clear baseline from which to identify their current needs and also to measure future improvements.

The website of the Educational Psychology service is also an excellent source of resources they recommend to support all pupils, as well as those who may need specifically focussed support as a result of the lockdown during the Covid19 crisis. It has the following sections with links to a wide range of recommended resources:

- Covid19 – Advice
- Resilience, Mental Health & Well-being
- Loss and Bereavement
- SEND specific resources.



In addition, we have a rich resource base within the Gateshead Schools Health and Well-being programme available to you if you are affiliated to their service. You can also link to a wide range of free resources for all schools and parents via the Gateshead Schools Sports Partnership website.

(<https://www.gatesheadssp.org.uk/activities-for-all/activities-for-allhealth-wellbeing-resources>).

The Education Gateshead team have also sourced and signposted a wide range of curriculum resources and websites which have specific materials which will support a

programme of Mental Health and Wellbeing in your school. These can be found in the Signpost Newsletters 1 to 3 via the eG Hub (<https://eghub.eschools.co.uk/login>).

This can be accessed if you have the appropriate SLA. If you do not have this SLA and would like access to these resources, please contact Andy Carr in our Admin team who would be happy to help. ([AndrewCarr@Gateshead.Gov.UK](mailto:AndrewCarr@Gateshead.Gov.UK))

In addition, the Government are investing significantly in the creation of resources and access to services for children and young people as a result of the Covid19 crisis (7<sup>th</sup> June 2020):

**Children and Families Minister Vicky Ford said:**

*There has never been a more important time to speak about mental health and wellbeing – especially for thousands of children, young people and teachers who are adapting to education and different ways of living and learning in these unprecedented times.*

*Schools and colleges are often a safe haven for children and young people, but the challenges we face at this time mean we are all more likely to feel anxious or sad – no matter our age or circumstances.*

*These new resources, created with charities and health experts, will encourage confident conversations between friends, colleagues, pupils and their teachers, and improve our understanding of how to make ourselves and others feel better.*

**Minister for Mental Health Nadine Dorries stated:**

*The coronavirus pandemic has shone a light on the importance of looking after our mental health. It is very normal during these uncertain and unusual times to be experiencing distress or anxiety or be feeling low. What is important is that you get help.*

*We know the impact on our children and young people has been especially tough, which is why as schools return, we're determined to equip teachers and pupils with the tools they need to look after their wellbeing.*

*Mental health must be a priority as we start to get back to normality and I hope these brilliant new measures alongside our NHS services will help start new conversations and reassure children that it's ok not to be ok, and that support is available.*

The Government have begun to share these resources and training modules for schools – more information can be found at the following link for the first of these modules.

(Link: <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>)

'This (initial) training module supports the [physical health and mental wellbeing section](#) of the statutory relationships, sex and health education curriculum. This is the first of a series of 14 modules to support schools to implement the new curriculum.

We have developed this mental wellbeing teacher training module to help subject leads and teachers understand what they should teach, as well as improving their confidence in delivering mental wellbeing as part of the new curriculum.

The new curriculum becomes statutory in September 2020 but the content in this module may be useful for teachers who are currently working with pupils, either face-to-face or remotely, to support them to maintain good mental health and address issues before they escalate.'

## Section 3: Principles for developing a 'Recovery Curriculum'



As we plan for a new academic year in 2020-21, our planning will be unlike anything we have experienced before. We are mindful that:

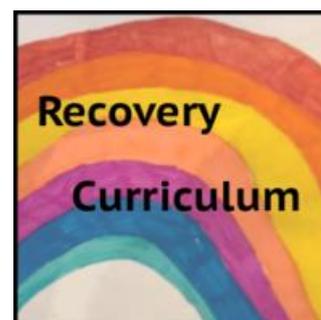
- Some children will have experienced no time in school since March 2020
- The National Curriculum and EYFS curriculum have not been fully taught to those pupils in school or learning from home since March 2020
- It will not be possible for children to experience fully the closure we would wish them to have from the end of the current academic year and prepare for the beginning of the new academic year
- Whilst some pupils will have engaged fully with home learning, many will not. This will be through no fault of their own but due to a wide range of factors including
  - lack of IT equipment to access Virtual Learning
  - having to share equipment with siblings and parents also working from home (both IT and physical resources such as pens, paper, books etc)
  - impact of anxiety and mental health issues upon ability to self-regulate learning
  - lack of parental guidance, interest or understanding to support learning
  - illness (their own or that of family members)
  - failing to see the importance of home learning
  - difficulty in understanding the work which had been set and becoming disillusioned about learning

As a result, the gaps in understanding between pupils (especially our most vulnerable) may have increased. There could also be a significant increase in the misunderstanding and misconceptions of key areas of learning as a result of working independently without the support of a qualified teacher or support staff helping them to navigate and exploit fully the learning opportunities available via home learning.

Prof Barry Carpenter (Oxford Brookes University – Professor in Mental Health in Education) suggests that pupils will need to relearn ‘the rhythm of school (both in terms of daily life (bedtimes and get-up times) and school life (Start , learning, break, lunch and home times).’ He also suggests that we should be mindful of the need to plan our curriculum to respond to what pupils have learnt and not what we expect them to have learnt.

In addition, we need increased awareness of the sensory impact upon pupils of returning to school e.g. being overwhelmed by the proximity of others, separation anxiety from being away from family and a sense of the world (and school) no longer being the safe place that they knew it to be before the crisis.

He recognises 5 key levers within a Recovery Curriculum. We shall use some of these principles to help us create and embed our curriculum during the next academic year. These are:



Lever 1: Relationships – these may be fragile as there has been little investment in them since March (both between their peers and staff). We should not assume that relationships will be as they were or can be picked up from this point but plan for them to be restored and renewed.

Lever 2: Community – the new school, local and world ‘community’ will be very different to the old one prior to the crisis. We must give pupils and staff opportunity to learn about the new community by hearing, accepting and then learning from one another’s points of view to build the new community.

Lever 3: Transparent curriculum – recognise that we have missed learning opportunities since March and this has created gaps in understanding, perhaps also that some misunderstanding and misconceptions may have arisen. We need to plan to help address these areas – not with a barren, unbalanced diet of catch-up but with a carefully planned curriculum which identifies these areas and addresses them in a way which will enable all pupils to move forward and reach their age related end points by the end of next academic year. This will make learning measured and appropriate to the needs of all learners.

Lever 4: Metacognition – acknowledge that children learn in many different ways and help them to become proficient in recognising and applying learning strategies which will help them to get the most from every learning opportunity.

Lever 5: Space – to remember who they were, discover who they are now and explore who they would like to be in the future.

In one of the many guidance documents produced by the DfE for the wider opening of schools, they have advised Governors that:

‘We expect school leaders to prioritise support for pupil’s mental health and wellbeing and make their own assessment of pupils’ learning and further curriculum support needs, including those with additional needs or those facing transition to another phase.’

As schools seek to plan their ‘Recovery curriculum’ we would recommend that the following areas should be included in their discussions:

1. There is real uncertainty about the continued restrictions placed upon all of us due to the Coronavirus and what school will look like in September. However, it would seem unlikely at this stage in the year that we can expect to have full cohorts of pupils back in our classrooms full time, as last September. It is therefore plausible that we should be thinking and planning for a mixture of learning sessions between home and school. This blended learning approach may include online independent learning, video lessons e.g. Google classroom or Teams classroom/discussion formats, face to face lessons in groups, feedback on work which has been completed.
2. We need to recognise that the school summer holiday is approaching and that both pupils and staff need a long-deserved break. This will further compound the potential loss of knowledge and skills learnt or acquired by pupils both prior to and since March of this year for our pupils.
3. It is important we allow time for both the **Sending teacher** (academic year 2019-20) and the **Receiving teacher** (academic year 2020-21) time for discussion of each pupil’s strengths and areas for development of their learning, prior to the summer holidays. We feel this discussion should focus upon where the child was at the end of the spring term (March 2020) – what areas of learning were secure, which need

consolidation and which areas of the 2019-20 curriculum have not been taught. Our Maths and English consultants have planned a 'Recovery curriculum' for 2020-21 which can be informed by the discussion between the 2 class teachers. They have highlighted key areas which the receiving teacher may assume have not been taught, key areas which will need to be revisited but give opportunity for input of the individual cohorts' strengths and weaknesses. ( This is discussed in later sections of this document and the associated resources for each year group are available on the Education Gateshead Hub (external schools and those not buying into the SLA should contact Andrew Carr in the Education Gateshead office for details of how to access these documents).

4. Look at the curriculum for 2020-21 and identify the tricky areas: those that learners often struggle with and where misconceptions often arise. These should be given a higher focus within the planned face to face curriculum so that misunderstandings, mistakes and misconceptions can be minimised and overcome.
5. Continue to support pupils in developing self-regulation skills i.e. those strategies to use for when they get stuck. The OUP use the ideas of the 4 'B's':
  - Board/sheet – re-read the instructions
  - Book – look at the textbook, re-watch the video/demonstration to find the answer
  - Buddy – ask someone at home or in the classroom to help
  - Boss – ask the teacher
6. Create opportunities for pupils to use the outdoor learning environment as much as possible, as this is both an area where transmission of the virus can be lower due to the larger space in which to exercise social distancing. Also, the practical nature of activities undertaken outdoors stimulate focus and concentration upon learning.
7. Remember those pupils who will be unable to return to school due to being clinically extremely vulnerable and consider how their needs can best be met by continued home learning.
8. Have realistic expectations about learning following the many different experiences of our pupils during lockdown. The Centre for Mental Health suggest that we should take a trauma informed approach to learning (Trauma, Mental Health & Coronavirus: Supporting healing and recovery – 56. Centre for Mental Health). They suggest that recovery from trauma is rarely linear and it does not proceed according to a fixed schedule. There should therefore be built into a return to school a gradual re-engagement with day to day life in which individuals and communities are supported to come to terms with what has happened at their own pace. This can be a faltering, elusive process that needs time, patience and ongoing compassion. They recommend that best practice in returning to school (or everyday life) should be:
  - Initially focussed around promoting a sense of safety and stability, with a focus upon active and community centred activities. This will help to address 3 of Carpenter's Levers: Relationship, Community and Space. This will need time in the curriculum given to well-being, creating safe spaces to talk about experiences, time to play and reconnect with their peers, staff and school life. Opportunity to celebrate life and time to be creative in expressing feelings and understanding. This is the equivalent of an extended transition phase which

colleagues in the Education Gateshead team will also be creating further guidance around.

- In the next phase they suggest that reflective coping begins to take priority, with increasing reconnection to ordinary life – the rhythm of school and community life is once again established. At this time, we will have a more stable curriculum and timetable across the school day and week.
- By the final phase we will be able to recognise those pupils (and staff) who may need further professional support to help them re-establish the rhythm of school and community life.

However, within our planning for a Recovery curriculum, we need to be continually mindful that developing the resilience and strength to move on is not a fixed end point – indeed resilience is not static, nor is it a personality trait. We do not all have the same level of resilience and our individual levels of resilience fluctuate. Katie Hurley (A Clinical Psychologist’s perspective 2020) suggests that resilience is the process of establishing connections, coping with stress and anxiety, adjusting thought processes and establishing wellness – she notes that increasing resilience is like building muscle or getting fit; it takes time and dedication and needs to be done bit by bit.

**As we seek to support our pupils return to school, and during the course of the next year reach their age related expectations, be mindful that this is a journey and there will be areas where pupils climb rapidly in their understanding and others where it seems as if we have slipped back or the brakes have been applied. By a continuous process of plan – do – review, within an environment of quality first teaching, we will ensure that pupils can make the best progress and highest attainment of which they are capable.**

In the remainder of this document we will give key guidance specific to English, Maths and Foundation subjects in regard to the measured approach we ask schools to take in planning their ‘Recovery Curriculum’. To support HT’s, subject leaders and class teachers we are planning to host a series of on-line webinar sessions where our Primary consultants and Subject leaders will give detailed training and advice regarding the approaches which we suggest.

DO 	DO NOT 
<ul style="list-style-type: none"> <li>• Reassure all staff that, as a school community, you are aiming for security in knowledge and understanding and that this is not achieved by ‘cramming’.</li> <li>• Aim for good subject knowledge, good formative assessment, high quality lessons with explicit teaching, strong modelling and plenty of opportunity to revisit and practise applying skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timetable more English and Maths lesson time at the expense of a broad and balanced curriculum for the children.</b></li> <li>• See the Autumn term as a time for ‘intensive catch up’.</li> <li>• Rush through the teaching of skills and understanding, focusing on coverage rather than deep, long-term understanding.</li> </ul>

### Key points to share with colleagues:

1. The National Curriculum is planned to be a cumulative build-up of knowledge.
2. In order to reach ARE children need to **build from firm foundations** – e.g. the grammar, spelling and handwriting or maths taught in one year needs to be embedded to allow children to move on to the understanding expected in the next year.
3. Cognitive Load Theory: cognitive capacity in working memory is limited. If a learning task requires too much capacity, learning will be hampered. Design your curriculum and individual lessons to optimise the use of working memory capacity and avoid cognitive overload. Intensive catch up during 2020-21 and 'rushing' to fill in all the content and understanding required goes against this theory – we want learning to be retained in the long-term memory with skills being applied automatically. **It is SECURITY we should be aiming for NOT surface coverage.**
4. Every school in the country is in the same situation: Every year group and every class.



### Statutory Assessment in 2021

There has been no guidance or announcements from the DfE about assessment in 2021. We don't yet have any information about the Phonic Screening Check, SATs or moderation. As soon as information is available, we will look at it together (Gateshead schools and educationGateshead staff) and plan to prepare for it together.

The priority in September is designing a curriculum that works for your children and that moves their learning forward while keeping well-being of children (and staff!) at the forefront.

## **Section 4: Training for a Recovery Curriculum**

Training will be via Webinars led by our English consultant (Paula Thompson), Maths consultant (Sarah Williams) and Link Inspectors (leading specific curriculum areas and assessment).



### **Summer term 2020:**

**English webinar for subject leaders and HT's: Friday 26<sup>th</sup> June 2-3:30 pm**

**Maths webinar for subject leaders and HT's: Friday 3<sup>rd</sup> July 2-3:30 pm**

**Course title: Recovery Curriculum 2020-21 – sessions for English and Maths subject leaders.**

*Course description: The Recovery curriculum has been written by our English and Maths consultants to support curriculum leaders. It ensures that all pupils from Y1-Y6 have opportunity to cover each aspect of their respective year groups curriculum during 2020-21, as well as incorporating those aspects of teaching and learning which were not taught or need further consolidation from their previous year group due to the Corona virus lockdown.*

*This is not a 'fast track catch-up' programme, which could cause further stress and anxiety for pupils and staff, but a programme which presents a progressive structure of learning to give all pupils the opportunity to reach their potential by the end of the academic year 2021.*

*The whole 'Recovery Curriculum' will also support staff in identifying those pupils who may have underlying mental health difficulties as a result of the 'Lockdown.' The premise of the curriculum gives school leaders an opportunity to restructure and create a holistic approach to learning. Following the recent evidence from a number of educationalists and mental health charities:*

*'Rather than becoming trapped in a results-based culture focussed upon catch-up, we need to focus more upon recovery and well-being, helping pupils develop positive mental well-being and attitudes which will then help them be in the best place for learning to occur.'* (Professor Barry Carpenter – Professor in Mental Health in Education at Oxford Brookes University – May 2020)

*Learning Outcomes:*

- 1. To give subject leaders in English and Maths opportunity to review the Recovery curriculum.*
- 2. To support leaders in identifying, with both the 'sending and receiving' class teachers, the key elements of the 2019-20 curriculum which will need to be taught, as new concepts or for consolidation, in 2020-21.*
- 3. To enable every pupil to cover all elements of the Maths and English curriculum, relevant to their key stage and year group, by the end of the academic year 2021.*
- 4. To support subject leaders in developing their understanding of the key expectations within the National Curriculum for both KS1 and KS2.*



## Autumn 2020

### **Maths - Year group specific webinar sessions for class teachers:**

- Year 1 – 21<sup>st</sup> September 9 -11:30
- Year 2 – 21<sup>st</sup> September 1:15 – 3:45
- Year 3 – 22<sup>nd</sup> September 9 -11:30
- Year 4 – 22<sup>nd</sup> September 1:15 - 3:45
- Year 5 – 24<sup>th</sup> September 9 -11:30
- Year 6 – 24<sup>th</sup> September 1:15 – 3:45



### **English – Year group specific webinar sessions for class teachers:**

- Year 1 – 28<sup>th</sup> September 1:15 – 3:45
- Year 2 – 29<sup>th</sup> September 9 – 11:30
- Year 3 – 29<sup>th</sup> September 1:15 – 11:30
- Year 4 – 30<sup>th</sup> September 1:15 - 3:45
- Year 5 – 1<sup>st</sup> October 9 -11:30
- Year 6 – 1<sup>st</sup> October 1:15 – 3:45

### **Course Title: Maths/English Recovery Curriculum Year group**

*Description: The Recovery curriculum has been written by our English and Maths consultants for teachers during 2020-21 academic year. It ensures that all pupils from Y1-Y6 have opportunity to cover each aspect of their respective year groups curriculum during 2020-21. As well as incorporating those aspects of teaching and learning which were not taught or need further consolidation from their previous year group due to the Corona virus lockdown.*

*This is not a 'fast track catch-up' programme, which could cause further stress and anxiety for pupils and staff, but a programme which presents a progressive structure of teaching and learning to give all pupils the opportunity to reach their potential by the end of the academic year 2021.*

*The course will look in detail at the Learning Outcomes for each year group in separate English and Maths sessions, to ensure that by the end of the year all pupils will have opportunity to reach their age appropriate potential.*

*Delegates will identify aspects of the 2019-20 curriculum which may need to be taught within 2020-21, either because this was not taught or the 'sending' teacher identified that pupils need further consolidation of these concepts. Delegates will also identify 'tricky' areas of the curriculum which would be best taught by dedicated face to face teaching should a blended approach of school/home teaching and learning be necessary for 2020-21.*

*The course will develop a holistic approach to teaching the curriculum to avoid any of the pressure that 'Catch-up' programmes can bring. We believe that by following this programme of study within the normal expectation for teaching Maths and English i.e. 1 dedicated daily lesson for each subject, then it is possible to help pupils consolidate and develop deeper understanding of the curriculum for their year group by the end of 2021.*

#### *Maths Learning Outcomes:*

- *To give year group teachers opportunity to review and discuss in detail models that could support the Recovery curriculum.*

- *To support teachers in identifying, with both the 'sending and receiving' class teachers, the key elements of the 2019-20 curriculum which will need to be taught, as new concepts or for consolidation, in 2020-21. This will give a personalised Recovery curriculum that is year group appropriate.*
- *To reflect on how the CPA approach can be adapted and implemented.*
- *To support class teachers in developing their understanding of the key expectations within the National Curriculum for both KS1 and KS2.*

*English Learning Outcomes:*

- *To give year group teachers opportunity to review and discuss in detail the Recovery curriculum.*
- *To support teachers in identifying, with both the 'sending and receiving' class teachers, the key elements of the 2019-20 curriculum which will need to be taught, as new concepts or for consolidation, in 2020-21. This will give a personalised Recovery curriculum that is year group appropriate.*
- *To support class teachers in developing their understanding of the key expectations within the National Curriculum for both KS1 and KS2.*
- *To identify quality texts which can be used as a stimulus for writing and guided reading during the Recovery Curriculum.*

**Year 2 and Year 6 specific webinar sessions for class teachers covering end KS1 and KS2 assessments (including Science)**

**Year 2: Monday 2<sup>nd</sup> November – 1:15 – 3:15**

**Year 6: Tuesday 3<sup>rd</sup> November – 1:15 – 3:15**

***Title: Using the Recovery Curriculum to support children in Y2/Y6 for end of Key Stage Assessment in 2021 (including Science)***

*\*Please note this will reflect the current Government guidance at the time of the training.*

*Course description: The course will consider current Government guidance regarding end of Key Stage assessment in 2021. It will be especially useful for those teachers who will be new to (or teachers returning to these year groups after a break) Y2 or Y6 statutory assessment. Delegates will consider the usually timetable for the assessment cycle, including information about moderation and preparing pupils for end of key stage tests within the Recovery curriculum. There will also be a discussion around preparing and gathering information to support the judgements that teachers will make in Y2 and Y6 regarding their Teacher Assessment for KS1 and KS2 Science.*

*Learning outcomes:*

- *Delegates will receive up to date information about the end of KS1 and KS2 assessment for 2021*
- *To have an understanding of the assessment and moderation cycle for 2020-21 academic year within the Recovery curriculum.*
- *To identify training needs and support available in preparing pupils for end of key stage assessments.*
- *To consider the rationale behind SAT tests and how to use these effectively within a broad and balance curriculum.*

- *To develop understanding of how to assess Science at the end of KS1 and KS2, without having taught themselves all elements of the Science curriculum.*
- *To identify quality resources for English, Maths and Science which will support teaching and learning in Y2 and Y6.*

### **Charges and booking details for these training events**

Maths Recovery Curriculum 2020-21 – For Subject Leaders  
English Recovery Curriculum 2020-21 – For Subject Leaders

Price: £50/Free pp (Non-SLA/SLA)

All other Recovery Curriculum sessions in Maths and English for individual year groups are priced as follows £50/£40 pp (Non-SLA/SLA)

Using the Recovery Curriculum to support children in Y2 for end of Key Stage Assessment in 2021 including Science is priced as follows £50/£40 pp (Non-SLA/SLA)

To book places at any of the Recovery Curriculum sessions go to:

[www.servicesforschoolsnortheast.org.uk](http://www.servicesforschoolsnortheast.org.uk)

### **Network meetings - Autumn term 2020**

Network meetings for subject leaders during the autumn term 2020 (may be webinar or Face to Face at Dryden) will also discuss the Recovery Curriculum and how it relates to each specific subject – Science; Geography; RE; Art; History; Music; Computing; English; Maths; EYFS – dates available in CPD directory on Services to Schools.



## Section 5: Use of resources

### General advice

To prevent the spread of the virus it is strongly advised that whenever possible pupils should not share resources either from home to school or within school.

This means that pupils should have their own resource pack of the basic equipment which they will need within a lesson. These should be placed within a small container or zip locked bag on the pupil's desk and remain here for the entire day.

The Government advice is that:

- Soft furnishings, fabric resources and items with intricate parts which are difficult to clean should be removed from the setting.
- Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- Seek to prevent the sharing of stationery and other equipment where possible.
- Shared materials and surfaces should be cleaned and disinfected more frequently

A source of very clear advice for organising and managing hands-on activities in Science, D&T and Art in a partially re-opened primary school has been produced by CLEAPSS. This guidance is also useful more generally as we begin to re-establish the learning environment:

<http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf>

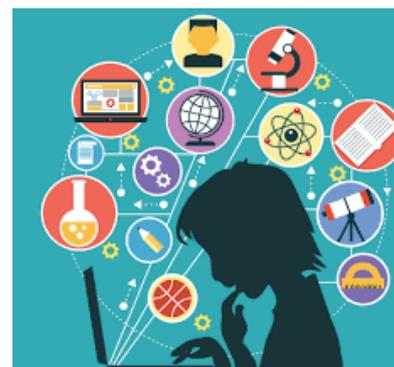
### Use of reading books and resources by multiple pupils

In response to requests from schools about sharing resources and specifically reading books, after reports of discussion recently on social media about this subject, we asked Public Health for their view:

- Use of books/resources in classroom and quarantining between use by different children
- Taking reading books home and quarantining on return of books to school

'The guidance is very limited and there is no definitive evidence on how long the virus could survive on various surfaces – the only thing we know is that it is likely to survive longer on hard surfaces hence the cleaning of door handles, tables etc. There is also no definitive evidence on transmission of the virus from other surfaces such as paper with various studies emerging/being undertaken but no firm guidance on this:

- There are various studies/papers on the internet and the most referenced scientific research about surface rate of infection is from the National Institutes of Health (NIH), Centre for Disease Control (CDC), UCLA, and Princeton University, which studied how stable the coronavirus was on different surfaces. It found that of plastic, stainless steel and cardboard, the virus lasted the longest on plastic (up to 72 hours) and the shortest on cardboard (up to 24 hours). That time is shortened when the surface is exposed to air, with the virus becoming less and less potent the more it's exposed.



As you can see some of the studies have ranged between days and hours, but nothing has been published or referred to in the Government UK guidance.

There is no further guidance from Gov.UK other than the guidance for schools other than the advice to reduce the use of shared resources:

- Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- Seek to prevent the sharing of stationery and other equipment where possible.
- Shared materials and surfaces should be cleaned and disinfected more frequently

However, the council risk assessment states “Only essential items are taken home by staff or pupils. Exchanging of take-home resources (between staff/pupils or between pupils is limited), and pupil exercise books are not taken home by staff.”

Therefore, in line with this at present we would advise:

- Reading books are not taken home by pupils
- Wherever possible they are not shared between pupils and if they are shared it is within that individual bubble

If reading books are to be shared between pupils, staff can consider the following:

- If the book has a hard/shiny cover, staff could disinfect these
- Staff could put a quarantine on books before they are used by another pupil – as per the information above this could be for a period of 72 hours.

#### Sharing of I Pads, Laptops and Desktop computers



As mentioned above it is thought that the virus may remain live on hard surfaces for up to 72 hours. It is essential therefore that the use of I Pads, tablets, laptops and desktop computers are carefully planned so that they can be thoroughly wiped down between users, with the appropriate cleaning fluids suggested by the Schools Cleaning team.

In schools where these devices are used between year groups it may be that careful consideration is given to making them available to 1-year group for a longer period i.e. one week. Lessons would need to be tailored to the availability of this equipment.

#### Resourcing Maths activities

Children will need their own personal resources to be used during maths lessons in addition to the standard pen, pencil and ruler. These will vary from year to year, unit to unit and, in some cases, child to child. More specific guidance about resources is given in the individual year group plans (see appendix 4) but, in general, Base 10 and different coloured counters could be used in all year groups. These can only be used by the same child and will require cleaning after use.

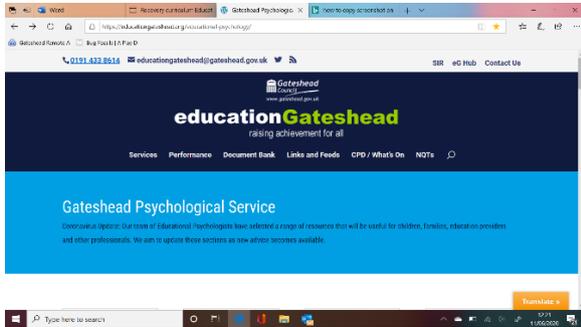


Schools may also want to consider the order of maths units in their medium-term plans. This would mean that different year groups are not teaching the same unit at the same time thereby reducing strain on resources. For example, properties of shape or place value.

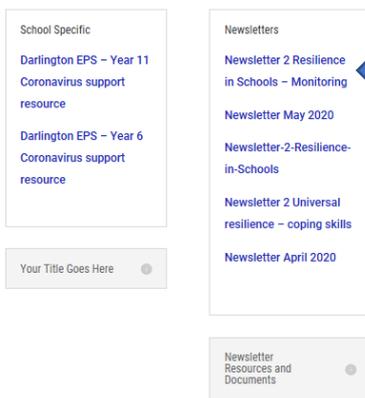
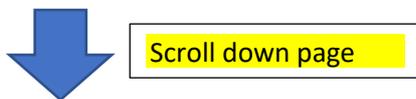
To help maintain social distancing, the use of resources can also be modelled on the IWB using the free website [www.mathsbot.com](http://www.mathsbot.com). This is not a substitute for the use of concrete resources but support for teachers to model how to use the resources to support conceptual understanding.

## Section 6: Monitoring Mental Health questionnaire

This document can be found on the Gateshead Psychological Service website by following the links below:



<https://educationgateshead.org/educational-psychology/>



Open Newsletter 2  
Resilience in schools -  
monitoring

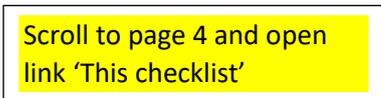


**Being aware of potentially vulnerable groups**

*1. Taking into account different experiences and situations*

All children will manage the return to school in different ways but there are some groups with increased potential vulnerability to be aware of:

- Children of front-line
- Children of other key



**Resilience Checklist** [This checklist](#) may be helpful for monitoring and planning support for children on their return to school.

### Books/Stories

Books may provide a useful conversation starter for children of all ages. [Schoolreadinglist.co.uk](#) is a website that lists tried and tested books for children of various ages on various topics. Some of the picture books referred to may have been turned into a [Read Aloud resource on YouTube](#). This story about a [little elf](#) may be a useful starting point.

**National Initiatives** Teachers could make reference to the fact that during closure it was Mental Health Awareness Week and the topic was Kindness. How were children kind to themselves and others during home learning and how can we do the same now? Children could make pledges about how they can be kind to themselves and others at school and at home. This could include safety around germs, hygiene, social distancing and health promoting behaviours.

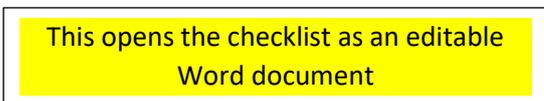
Key: Strongly Disagree = SD;  
Disagree = D;  
Undecided = U;  
Agree = A;  
Strongly Agree = SA

### SUPPORTING RESILIENCE – TRACKING DOCUMENT

This document is based on what research tells us supports the development of resilience for children and young people. It can be used as a monitoring tool on return to school following the period of school closure linked to COVID-19.

The document can be used flexibly, but schools may wish to establish a baseline reflecting the presentation of the child or young person prior to school closure and then monitor to establish any changes on return to school. This information can then inform support systems and intervention.

Emotional Development:	SD	D	U	A	SA
<input type="checkbox"/> Has a positive view of self	<input type="checkbox"/>				
<input type="checkbox"/> Can empathise with others	<input type="checkbox"/>				
<input type="checkbox"/> Can recognise and name their own feelings	<input type="checkbox"/>				
<input type="checkbox"/> Can identify appropriate coping strategies	<input type="checkbox"/>				
<input type="checkbox"/> Can manage feelings of anger, frustration, stress, anxiety etc.	<input type="checkbox"/>				
<input type="checkbox"/> Can identify things that support feeling relaxed	<input type="checkbox"/>				
<input type="checkbox"/> Has positive future aspirations	<input type="checkbox"/>				
<input type="checkbox"/> Has awareness of how to keep self-safe.	<input type="checkbox"/>				



## Section 7: Signpost Curriculum Newsletters

Since the commencement of the Coronavirus lockdown we have produced 3 issues of our Signpost curriculum newsletter. These can be found on the eGHub section of the Education Gateshead website by following the link: <https://eghub.eschools.co.uk/login>

You will need your password for this website (access is for schools buying the Advice and Support SLA – external schools and those not buying into the SLA can purchase the resources and they will be sent on a memory stick). When page opens click 'Files' tab; then 'Shared with me' – next open the 'Advice & support' folder – then 'Primary Schools' folder – finally click the 'Recovery curriculum' folder and you will be able to access the folder containing 'Signpost Newsletters.'



### Signpost issue 1: Focus – Maths Games

Religious Education  
Science  
Art  
Sport  
Music  
History  
SEND  
Languages

### Signpost issue 2:



Focus – Maths and English 'Home Learning' resource focus  
Review of BBC Bitesize education  
Keeping Children Safe On-line.

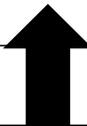
**Signpost issue 3: Focus – SEND**

Outdoors and active learning  
Books and Resources to  
support pupil  
well-being & mental health





STAGE C: Typical Range of Year 3 Attainment			
	Beginning to develop Year 3 expectations	Embedding understanding of Y3 expectations	Securely demonstrates application of Y3 expectations
Sentence Structure	Developing the use of subordination by beginning to use a wide range of subordinating conjunctions (e.g. when, before, after, if, because) e.g. <i>They went to the cinema after they had their dinner.</i> Beginning to use adverbs within a sentence to show when and how (e.g. then, next, soon, eventually, surprisingly) Beginning to use prepositions to show: <ul style="list-style-type: none"> <li>Place – under, between, near, in, on e.g. <i>The parcel was placed in the bin near the car.</i></li> <li>Time – during, before, after e.g. <i>They went to the cinema after their dinner.</i></li> <li>Relationships – with, from, of, because of e.g. <i>She decided to leave because of the noise. The safe exploded with a bang.</i></li> </ul>	Usually uses a range of subordinating conjunctions Usually uses a range of adverbs (both to start and within sentences) Usually uses prepositions	Uses conjunctions, adverbs and prepositions to express time and cause Able to use the variety of sentence openers previously taught
			Able to use a variety of sentence types including: simple, compound, and complex



This Year 3 class had embedded understanding of subordination and they were using adverbs both within and at the start of sentences when schools were closed in March 2020. Their new year 4 teacher needs to teach them how to use prepositions effectively in their writing in the Autumn term as this had not been taught at all.



**2: Make links between the previous and current year group objectives -** These

links can be used to support teachers to understand how they can teach objectives from the previous year while still moving towards or into their own year group objectives during the Autumn term.

- Hopefully, this will give teachers the confidence to pick up teaching from where the children were in March 2020 and know that they do not need to rush straight into their year group’s objectives (for fear of not meeting age related expectations by the end of the year). Rather, they can see learning English skills as a continuum with natural progression and links between year groups.
- **It is important that schools recognise that it is counter-productive to ‘leap-frog’ skills and understanding in order to ‘catch up’ to age related expectations as this results in gaps for children and a lack of security. Without firm foundations, children will not be able to achieve ARE.**
- There is a detailed breakdown of the links for each class teacher – it is important that they read this to understand the reasons behind which objectives should be targeted for the Autumn term and why.
- There is a summary sheet at the end of the writing section for each year group – this is a quick reference sheet for teachers and provides an overview for the SLT.
- In this pack, there is a curriculum overview for the SLT displaying Y1-6 on a single sheet

PLEASE NOTE: we have made recommendations on the writing forms/genres than could be used in Autumn to help to deliver the objectives. Most of these are based on the objectives in the ‘Text Organisation’ strand. They have been suggested because they are a good vehicle for children to apply organisational and cohesive writing features that year group is targeting. THEY ARE ONLY SUGGESTIONS: it is up to each school to decide what would work best in their context and for their children. Each year group has also been directed to the Writing Toolkits on the Gateshead Hub to support their subject knowledge and expectations for 24 different genres (\*many new toolkits have been added this term with more to come).



## SUMMARY: CURRICULUM DESIGN FOR 20-21

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"><li>•Focus on consolidating objectives/understanding from previous year– decided through review of learning</li><li>•Consider where key objectives can be combined</li><li>•Resume phonics, spelling and handwriting programmes from point reached in March 2020</li></ul>	P.o.S for the current year	Continue with P.o.S for the current year

While it is possible to deliver teaching on all the objectives, some children will need more time to fully embed understanding. Therefore, it is realistic to assume that 'recovery' for some will need to continue into 2021-22 with teachers ensuring that children have sufficient time to practise and apply the skills they have been taught.



**EXAMPLE:**

Multiplication and Division	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks
<ul style="list-style-type: none"> <li>Count in multiples of two.</li> <li>Make connections between arrays, number patterns, and counting in twos.</li> <li>Recall doubles of numbers to 5 and corresponding halves.</li> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and make connections with finding simple fractions of objects, numbers and quantities.</li> <li>Make connections between</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns, and counting in twos, fives and tens.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Connect the 2, 5 and 10 multiplication tables to each other. Connect the 10 multiplication table to place value and the 5 multiplication table to the divisions on a clock face.</li> <li>Continue to recognise doubles and corresponding halves.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Continue to recognise doubles and corresponding halves</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>

This Year 2 class had embedded counting in multiples of two, were able to make connections between arrays, number patterns and counting in twos and were able to understand multiplication and division when schools closed in March 2020. Their new Year 3 teacher will need to continue to develop their understanding of how to solve one-step problems and recalling doubles of numbers to 5 and corresponding halves. The receiving teacher will also need to teach children how to doubling numbers and quantities; and *make connections with* finding simple fractions of objects, numbers and quantities and how to make connections between arrays, number patterns and counting in twos, fives and tens as these objectives have not been taught at all.



**STEP 2: Make links between previous and current year group objectives.**

Once all objectives from the Autumn and Spring term have been highlighted, the receiving teacher can then begin to make links between previous and the current year group objectives. The links can be used to support teachers to understand how they can teach objectives from the previous year while still moving towards or into their own year group objectives during the Autumn term. **EXAMPLE:**

Multiplication and Division	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks
<ul style="list-style-type: none"> <li>Count in multiples of two.</li> <li>Make connections between arrays, number patterns, and counting in twos.</li> <li>Recall doubles of numbers to 5 and corresponding halves.</li> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and make connections with finding simple fractions of objects, numbers and quantities.</li> <li>Make connections between arrays, number patterns, and counting in twos and fives.</li> <li>Recall doubles of numbers to 10 and corresponding halves.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns, and counting in twos, fives and tens.</li> <li>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and make connections with finding simple fractions of objects, numbers and quantities.</li> <li>Recall doubles of numbers to 5 and corresponding halves.</li> <li>Recall doubles of numbers to 10 and corresponding halves.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Connect the 2, 5 and 10 multiplication tables to each other. Connect the 10 multiplication table to place value and the 5 multiplication table to the divisions on a clock face.</li> <li>Continue to recognise doubles and corresponding halves.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Continue to recognise doubles and corresponding halves</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>Work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to</li> </ul>

As you can see, the receiving class teacher has taken the consolidation objectives that were highlighted in orange or red and has inserted them into the autumn term in an appropriate place. In order to remove some of the pressures from too many objectives, the teacher has then identified an objective that could be taught in the spring term and has highlighted this in blue. Also visible in this example is an objective in red text that is not highlighted. This was an objective from the summer term of Year 2 that would not have been taught at all due to lockdown. These have already been populated into a suitable place in the Year 3 curriculum.

Fractions decimals and percentages	Fractions decimals and percentages	Fractions decimals and percentages	Fractions decimals and percentages
<ul style="list-style-type: none"> <li>Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity</li> <li>Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Understand the relation between unit fractions as operators (fractions of), and division by integers</li> <li>Recognize and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Use them on a number line and deduce relations between them such as size and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity</li> <li>Make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.</li> <li>Understand the relation between non-unit fractions and multiplication and division, with particular emphasis on tenths and hundredths.</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li>Add and subtract fractions with the same denominator within one whole e.g. <math>5/7 +</math></li> </ul>	<ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Use factors and multiples to recognise equivalent fractions and simplify where appropriate e.g. <math>6/9 = 2/3</math> or <math>1/4 = 2/8</math>.</li> <li>Extend use of the number line to connect fractions, numbers and measures.</li> <li>Count forwards and back using simple fractions and decimals.</li> <li>Count up and down in fractions including tenths</li> <li>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>Add and subtract fractions with the same denominator practising through increasingly complex problems beyond one whole.</li> <li>Extend understanding of the number system and decimal place value to tenths and hundredths and relate this to decimal measure.</li> <li>Understand decimals and fractions are different ways of expressing numbers and proportions.</li> <li>Extend use of the number line to connect fractions, numbers and</li> </ul>

In this Year 4 example, the decision has been made to continue to cover some of the Year 3 objectives in the spring term in order to reduce cognitive load. The teacher has decided to teach the Year 3 objective “Count up and down in fractions including tenths” prior to the corresponding Year 4 objective “Count up and down in tenths and hundredths”.

- Hopefully, this will give teachers the confidence to pick up teaching from where the children were in March 2020 and know that they do not need to rush straight into their year group’s objectives (for fear of not meeting age related expectations by the end of the year). Rather, they can see learning maths skills as a continuum with natural progression and links between year groups.
- It is important that schools recognise that it is counter-productive to “leap-frog” skills and understanding in order to “catch up” to age related expectations as this results in gaps for children and a lack of security. The best preparation for the next stage is security in the previous stage so moving on too quickly is counter-productive in the long term. Without firm foundations, children will not be able to achieve age related expectations.**

## KEY CONSIDERATIONS FOR SLT:

### Lower Attaining Pupils:

Many teachers will be concerned about supporting lower attaining pupils in the current circumstances. There will be several children in each class who were either just beginning to get to grips with the year group curriculum in March 2020 or who had large gaps in learning and were working within previous year group’s curriculum/objectives. There is also the unknown element of how much home learning took place and the retention of this.

- Plan keep-up and catch up interventions as in a “normal” school year – don’t overload lower attaining children’s days with intervention sessions that mean they miss out on P.E, foundation subjects, outdoor learning and well-being time.
- While it is important to have high expectations for all, these expectations should also be realistic and celebrate the smaller steps that some children are able to make.
- Bear in mind the above points about cognitive load theory and overload
- Good quality formative assessment, teaching and a good subject knowledge is vital for teachers to have in supporting children to make progress and 2020-2021 is no exception to this. Keep teachers focused and dogged in their determination to close

the gaps in basic skills and give them the confidence that they are not expected to rush on with coverage at the expense of security.

### **Whole School “Tricky” Areas of Maths:**

During the review of learning in step 1, it may become apparent that one or more areas of maths may require a whole school approach. In the case of the schools who trialled the process, this ranged from fractions to measurement depending on the approach to teaching maths taken in the 2019-2020 academic year.

- Do you need to revisit medium term plans and adapt weighting given to certain topics?
- As a school, how will you ensure that certain “tricky” topics are revisited regularly to ensure understanding?

### **Year 1:**

In normal circumstances, it is recommended that Year 1 provision builds on Reception provision in the spirit of EYFS in order to provide a seamless learning journey for the children. In September 2020 it is likely that many children, possibly even the majority of children, will be working within EYFS objectives and will not be ready to move onto the National Curriculum P.o.S. Recent EYFS guidance from educationGateshead warned against the danger of trying to “boost” children’s learning so they can “catch up” in maths at the expense of giving access to a rich, broad, balanced and suitably paced curriculum experience and at odds at their developmental needs.

- Is the Year 1 teacher confident in their knowledge of the EYFS curriculum and approaches?
- Would they benefit from some support for planning from experienced EYFS teachers?

### **Feedback to Children:**

Schools are taking different approaches with regards to handling books and paper and marking. Whatever decision your school has made, it is clear that most schools are trying to keep marking and handling of books to a minimum. Research tells us that high quality feedback impacts on children’s progress. The most effective feedback, we know, is at the moment of learning/in the lesson so that teachers can address misconceptions quickly allowing children to act on advice. It is crucial for children who have been successful with a task to know why and how. Take some time to consider where you staff are in their practice.

- Would staff benefit from sharing ideas and good practice around giving feedback?
- Do you need to give support or guidance to a member of staff of more widely to the whole staff?
- Are your TAs aware of how to manage and deliver this verbal feedback?

### **Resources:**

Children need hands on and visible resources to learn new concepts in maths. As mathematics is abstract, concrete maths manipulatives provide the learner with a way to make sense of the maths by touching them, playing with them and exploring the patterns and relationships. Resources support children to understand for depth and not just procedure. Manipulatives have a significant positive impact on learning in maths. Therefore,

children will need small sets of manipulatives as part of their own personal equipment. These resources will vary according to year group, the unit being taught and sometimes from child to child. They can only be used by that one child and will require cleaning after use as per guidance given by educationGateshead.

- As a school, do you need to consider the order of units in each year group to reduce strain on resources?
- Do you need to complete an audit of resources to see how many you in order to create individual packs for children?

### **Staff Subject Knowledge:**

In order for staff to make links between previous objectives requiring reinforcement and current year group objectives, it is IMPERATIVE that every class teacher knows the previous year group's curriculum and expectations. The consolidation column will support teachers with this but further support in understanding how skills progress can be found on the NCETM website.

<https://www.ncetm.org.uk/resources/50639>

These documents provide information on the learning steps required for specific maths skills and can support teachers to develop their subject and pedagogical knowledge.

- Do you need to give support or guidance to a particular member of staff of more widely to the whole staff on progression of skills?
- Would staff benefit from working with the previous year's teacher to plan specific units?

**Several schools helped in the development of this recovery curriculum. In particular, I would like to give thanks to all staff at Lobley Hill, South Street, St Augustine's and Whickham Parochial for their time, effort and feedback.**

## **Section 10: Principles for Foundation subjects**

### **Look to the Arts – Visual Art**

In its report 'Returning to school after the coronavirus lockdown', Mentalhealth.org identified the arts as one way of supporting children's mental health and wellbeing as they return to the classroom. 'The creative arts can often help us express feelings that we struggle to put into words or help us feel less alone in difficult feelings. Pieces of music, visual art and drama that reflect some of the feelings that children might be having can be a useful way to start discussions – they don't have to be about coronavirus specifically. Creating art can also bring people together. '



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#### **Rebuilding relationships and developing a sense of community**

Creating a piece of art as a whole class (or even as a whole school) can help build connections and create a sense of belonging. Something simple like a picture made up of individual handprints is easy for pupils of all abilities to access. It can be displayed in the classroom as a physical reminder of the class's joint identity.

A school rainbow where each child draws/paints a portrait of themselves in a particular colour which are all put together to make a huge school rainbow.

Painting pebbles to make a school path

<https://www.weareteachers.com/collaborative-art/>

#### **Using art and music in the classroom when talking about feelings.**

In her article ' Art for a post lockdown school' , Emily Gopaul gives a number of suggestions <https://theprimaryartclass.com/2020/05/27/art-for-a-post-lockdown-school/>

**Creative flow** – Play [relaxing music](#) and let the children get in 'the zone'. You could start and end each day like this and maybe even do this in transition times. I really like doodle books, a book where the children can draw or doodle whatever they like but you could also try (I by no means advocate this as a usual art lesson) colouring in activities. Just playing with playdough or modelling clay is another good one – for all ages!

Zentangles and Mandala Patterns can calm and relax. This kind of repetitive creative work, in and of itself, can be calming and self-soothing as well as simple as they only require paper and a pencil/black pen.

Art Therapy is an intervention used in many schools to support children with mental health issues. If you have a member of staff trained in this therapy, it could be very useful if they share their knowledge and expertise with other staff.

<https://www.nursingschools.net/blog/2011/01/100-excellent-art-therapy-exercises-for-your-mind-body-and-soul/>

Looking at art and discussing it or writing about it can provide an excellent stimulus for talking about feelings and processing them in a safe way.

## Art in the Environment

In the document '[Implementing Protective Measures in Education and Childcare Settings.](#)' References are made to using outdoor space to expand capacity and reduce transmission.

<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>

In the current context, the benefits of outdoor learning include:

- a positive impact on learner, teacher or educator's health and wellbeing following a time of stress and ill health for many.
- engaging learners in an effective and different way which helps the transition back to formal learning.
- increased space, for social distancing and extra capacity in schools.

There are huge amounts of artwork that can be done outside. Below are a couple of links which give ideas for outdoor art.

<https://www.tts-group.co.uk/blog/2018/08/22/top-12-outdoor-art-ideas.html>

<https://www.countrysideclassroom.org.uk/storage/resource/downloads/e8137741-d25a-442e-a658-8149993cf1aa/original/outdoor-art-natural-connections.pdf>

<https://outdoorclassroomday.com/resources/lesson-ideas/>

## Making Art relevant to the current situation

During the lockdown, lots of people have turned to art to relieve both the stress and boredom of time spent at home. Many galleries have made collections and exhibitions available for the public to view online. Googling 'lockdown art' brings up a wide range of very recent, relevant artwork produced around the world. Fun projects such as photographs of people [dressing up and recreating their favourite artworks](#) provide opportunities to talk to the children about the role of art and artists in society.

<https://www.bbc.co.uk/news/uk-england-essex-52656032>

<https://mymodernmet.com/izoizolyacia-isolation-art-challenge/>

## Practical advice for delivering practical lessons

Delivering art sessions while adhering to social distancing and implementing protective measures has its challenges. Children will need to have their own set of basic resources such as pencils, rubbers, coloured pencils/pens etc. Paint brushes and mixing pots cannot

be shared and will need washing between uses. Other resources such as tins of pastels etc may need to spend 72hours 'quarantined' before being used by children in another bubble. The following guidance may also support in helping teachers navigate these challenges.

<http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf>



# Science



Considerations for Subject leaders in the 2020-21 Academic Year

- The teaching of Science is enquiry led and highly interactive involving contact with various types of equipment and close engagement between pupils and staff. The requirement for social distancing and possible transfer of the Covid19 virus on resources means that we need to be more mindful of how we teach and resource science as pupils begin again to follow the full National Curriculum.
- It is possible that pupils will have had limited opportunity to complete aspects of the Science curriculum planned during the spring and summer terms 2020. Even for those pupils who have followed home learning materials provided by the school diligently, there is the potential of gaps in pupils understanding. It is also highly plausible that misconceptions and misunderstandings may have arisen about tricky aspects of the curriculum which pupils have studied.
- Aspects of the Science NC follow a spiral curriculum e.g. plant and animal biology. This means as we approach the next timetabled topic from our Science curriculum, we should begin our planning by reviewing where pupils are in their understanding of these areas. This would be the usual practice in quality first teaching when we would assess the prior learning of pupils. However, this may be much more extensive in the next year group e.g. Y3 pupils may not have studied any plant biology since Y1 if this had been timetabled for spring/summer term in Y2. Planning therefore may need to incorporate quite extensive periods of time to cover these missing areas.
- The school Science curriculum for 2020-21 may have been planned to include visits to place of scientific interest, museums, Life centre or University. Due to the requirements for social distancing and travel restrictions when using public transport these may need to be moved to the spring/summer 2021.



**The ASE (Association of Science Educators)** held a webinar recently which looked at Planning to address gaps in pupils learning within science as a result of the Lockdown.

This gives a useful overview for subject leaders to address these gaps. Click on the image link below to access a recording of the webinar. You do not have to be a member of the ASE to access this resource. (Please bear with the session – there were some problems with IT which have also been

recorded!! However, the content is very appropriate.)

## Approaches to address these considerations



Step 1: Subject leader and teachers discuss and identify areas of Science not covered in the 2019-20 academic year and those areas which may require consolidation.

Step 2: Using the Gateshead Science Curriculum document the 'sending teacher' (responsible for science teaching in 2019-20) and 'receiving teacher' identify the gaps in understanding in order to plan where they can be taught during 2020-21.



This will include:

- Class teacher for 2020-21 (receiving teacher) reviews science topics to be taught during this academic year and adjusts plan to account for any restrictions results from the continued Coronavirus restrictions and awareness of risks to transmission of the virus.
- In the planned curriculum for 2020-21 any 'trickier' concepts are identified and appropriate time and also face to face teaching periods are allocated to these areas.
- Recognise the practical elements of the science curriculum which could not be covered by remote learning as pupils did not have resources at home.
- Reviewing the types of investigations which can take place whilst applying social distancing and safe use of resources. Consider how the whole class or bubbles can plan and undertake investigative work safely whilst also being able to develop their understanding of the topic.
- Identify secondary sources i.e. on-line investigations, use of remote 'live' links to different habitats, recordings of previous investigations can be used support the development of knowledge and skills.

### Key documents/resources which you may find helpful

- A copy of Gateshead Science curriculum – available on the eG hub. Access the eGHub section of the Education Gateshead website by following the link:

<https://eghub.eschools.co.uk/login>

You will need your password for this website (access is for schools buying the Advice and Support SLA – external schools and those not buying into the SLA can purchase the resources and they will be sent on a memory stick). When page opens click 'Files' tab; then 'Shared with me' – next open the 'Advice & support' folder – then 'Primary Schools' folder – finally click the 'Science folder. The Science Curriculum can be found here as both a Word and PDF file.

- To improve your subject knowledge, of the areas to be taught in 2020-21, use the CPD resources found at:

<https://www.reachoutcpd.com/courses/>

The CPD modules for each of the topics covered in the National Curriculum will improve your subject knowledge of the topics and how they fit in the National

The screenshot shows the ReachOut CPD website interface. At the top, there are logos for 'ReachOut CPD', 'FREE SIGN UP', 'SIGN IN', and 'Imperial College London'. Below the navigation, there is a 'Courses' section with the text: 'What are you teaching next? Brush up on your subject knowledge, discover great practical activities and hone your science teaching skills. Each course is made up of bite-size, twenty-minute units.' To the right, there is a 'Get certified' badge that says: 'Completing any course to earn a CPD certificate awarded by Imperial College London - one of the world's leading science organisations. See an example certificate.' Below this, there are three circular icons representing different course levels: 'Lower Primary', 'Upper Primary', and 'Skills-based'. Under each icon, there is a list of topics: Lower Primary (Planet Earth and Space, Plants, Light and Sound); Upper Primary (Food and Feeding, Body Systems, Rocks and Soils); Skills-based (Working Scientifically, Outdoor Science, Science Classroom Management).

curriculum. They also identify the core areas of knowledge which pupils need to know about the topic as well as suggesting useful resources/activities to teach this area.

- CLEAPPS provide useful guidance about managing risk and safety measures which should be undertaken when teaching science in the classroom:

<http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf>

## **Classroom management during a hands on activity**

### **Before the lesson:**

- Setup any equipment at the children's tables before the lesson.
- Setup equipment in individual trays for each child. This will help speed up setup and clearing away and the trays will contain any spills.
- If water is required for the activity, then this should be provided as part of the equipment. Children must not leave their table to collect anything.
- Adults will need time prior to and after the lesson for setting up/clearing up.

### **During the lesson:**

- Teacher demonstrations may be required for children to access the activity. Children must not leave their tables to crowd round a demonstration table, so make use of data projectors and digital cameras / visualizers to project what is being demonstrated.
- Use large visual aids to support instructions. Within this highlight/incorporate safety messages, for example, step by step PowerPoint slides on a whiteboard.
- If at any point during the lesson, you feel that the activity isn't working as you had planned or something is about to go wrong, for example, an accident may happen (even though nothing has yet), then stop the activity. This might mean stopping an individual child or stopping the whole class. Ordinarily you would intervene, but now this is much harder/you can't, so you need to take alternative steps. If necessary, swap to a written/oral activity.

### **End of lesson:**

- If your planning has highlighted that clearing up will need to be done. Think about how this will happen and how long it will take.
- Once the activity has finished, children should place all equipment back into the tray. An adult must clear the trays away when the children have left the classroom, and then carry out any cleaning of equipment as required by your school (for more guidance see cleaning equipment).

## Use free virtual resources made available by many Science focussed organisations

Once pupils return to school make use of the many free virtual resources which have been made available during the lockdown.

STEM Learning as always provide a rich resource with an excellent archive of materials.

Also, if we can't take children out remember we can bring the outside in with Live Webcam feeds. Many Zoos, Animal parks and areas of scientific interest around the world host these live events – caution though in that many are seasonal and for a lot of the year there may not be much to see. However, a good example is the virtual London Zoo. Follow the link below:

## Geography

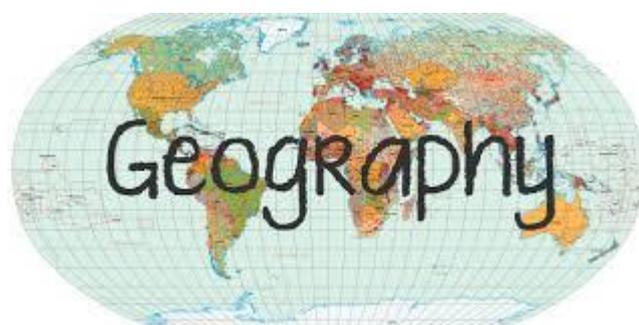
The impact of Covid19 will undoubtedly change aspects of how we teach about Geography in the future. Indeed, we may one day teach in our Human Geography lessons about the impact of Covid19 upon human movement (including travel and migration), transport of goods and the effect of the lockdown upon climate change in 2020.

Worldmapper.org gives an excellent animation of the spread of the virus around the world showing the density of infected cases over time. This is an excellent way for children to consider the role of maps and how they can be used in society to track movement. It would be most appropriate for KS2 pupils.

<https://worldmapper.org/map-animation-covid19/#&gid=1&pid=1>

However, whilst there is still a risk of the transmission of the virus from person to person, the following may help or need to become part of the discussion about how we teach Geography in the Primary classroom.

'Pandemic throws the importance of space back into sharp relief. We're thinking about it at the smallest scale, navigating supermarket aisles or converting closets into serviceable home offices.'  
(Eric Steiner)



Pupils must be given time for mapping out in their own minds the change from the familiar space of the classroom to the now Post-Covid classroom and school building/grounds. This will help them to become more aware of the risks and have greater ability to self-regulate.

Resources used in the classroom for Geography teaching should be evaluated in the light of possible virus transmission. The recommended time for the virus to become inactive on a hard surface is 72 hours, so consider that when pupils have handled a resource it should be wiped down and potentially quarantined until this time is over. Resources made from fabric and other soft furnishing should be removed as the virus may potentially have a longer life span on these materials. However, research is very scarce in these areas.

Use of Atlases: Wherever possible allow each child to have access to their own atlas. This should remain in their own bubble. If it must be shared with other pupils in their bubble, then wipe down covers. Atlases should not be shared across bubbles unless they have been cleaned and quarantined for 72 hours.

Use of the school grounds for field work:

- Ensure all staff are aware of your route and the time you will be outside.
- Emphasise to pupils the importance of social distancing.
- Discuss the avoidance of touching surfaces outside.
- Where possible use Google Maps or aerial views of the school grounds to pre-plan routes

- As pupils walk the route use cameras or I pads to create their own horizontal view of the route they take. They could also collect natural materials to add to the map they then recreate in the classroom (see also use of Journey sticks resource to support this activity <https://vimeo.com/243115655> )
- Remind pupils to use all of their senses in this activity – What can they Hear? Smell? See? This may be very different to before the virus and give an added dimension to maps they produce.

### Leaving the School Grounds for Fieldwork:

As children develop their understanding of mapping and fieldwork skills, we will move out of the familiar school grounds and into the immediate area around the school. The following may need to be considered during the crisis:

- Ensure the risk assessment includes steps taken to minimise the risk from Covid 19 transmission both from inanimate objects and when in proximity of the general public.
- Additional adults to your normal ratio may be required to ensure point 1. All will be needed to supervise pupils whilst socially distancing themselves.
- Caution pupils about touching surfaces – all pupils to wash hands on return to school.
- It is unlikely that pupils will be able to travel further than walking distance from the school due to the risks and cost of travelling on buses. This may mean visits planned as part of your Geography curriculum may need to be curtailed until spring or summer 2021 at the earliest when it is safer to use buses.

### Additional resource ideas



Use various photographs such as the one on the left to show how the natural environment in some parts of the world is taking over man-made structures during the lockdown.

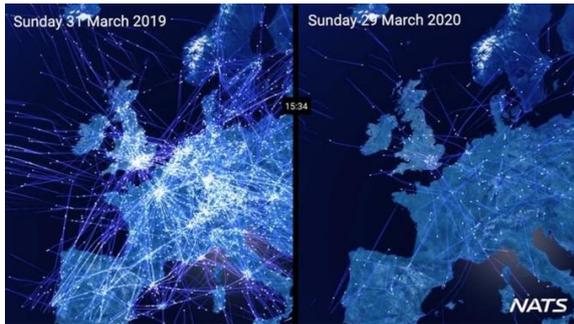
Allow pupils to think critically and pose geographic questions from these images.

Great opportunity to develop vocabulary.

Question: If there were no traffic and no one cleaned the roads, what would happen to them?

A useful set of video images from pre and post Covid19 cities around the world has also been produced by Channel 4 which could help in promoting discussion about transport, air pollution, the need for travel etc.

<https://www.youtube.com/watch?v=vFZZF39fgWM&feature=youtu.be>



Skies over UK fall silent as air traffic falls by almost 90% compared with last year

<https://www.itv.com/news/2020-04-03/uk-air-traffic-down-by-almost-90-compared-with-last-year/>

The Geographical association have listed a wide range of resources which can be used to support the teaching of Geography from Home and during lockdown.

<https://www.geography.org.uk/geography-from-home>

Some possible question for a 'critical thinking' approach in Geography:

**How will the virus ultimately change the lives of (young/old) people?**

**How did the virus amplify existing inequality?**

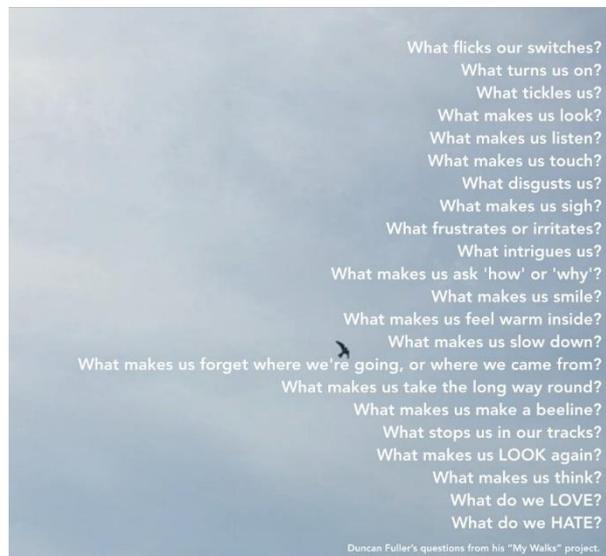
**Why did panic buying show up the fragility within the global food system?**

**Will the definition of an 'essential' job change, and our celebrity culture diminish after the virus?**

**How does the way we live as a species make us more vulnerable?**

**Do we need to travel to other countries?**

### **MyWalks - Duncan Fuller Questions**



### Countryside classroom – resources

<https://www.countrysideclassroom.org.uk/resources>

Royal Geographical Society – resourcing Home and School Learning of Geography during the Lockdown and Afterwards

<https://www.rgs.org/schools/teaching-resources/geography-at-home/>

The association for Physical Education have produced some guidelines for outdoor activities which schools may find helpful when thinking about planning for Outdoor learning, PE and Physical activity sessions.

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

## Look to the Arts – Music

Listening to music and playing an instrument improves Mental Health and wellbeing. As children return into schools, their emotional wellbeing needs to be a priority. It has long been recognised that Music is good for you, and in 2011, researchers found that music releases dopamine, the feel-good chemical in your brain. It also found that dopamine was up to 9% higher when volunteers listened to music that they enjoyed. It may be obvious to us, but it is strong evidence for the link between music and mental wellbeing.



<https://bebrainfit.com/music-brain/>

### **What are the mental effects of music?**

The benefits to pupils of participating in musical activity in terms of their wellbeing are well-known. Sheffield University's music department has a specific research group dedicated to wellbeing; many mainstream and special schools fund music therapy sessions and music is a staple of youth work and mental health projects. The charity Mind devote a page of their website to the benefits of music to mental health.

Because of its rhythmic and repetitive aspects, music engages the neocortex of our brain, which calms us and reduces impulsivity. We often utilize music to match or alter our mood. Through the following FREE resource you can bring the magic of music into your classroom.

<https://im.abrsm.org/en/classical100primary/>

ABRSM's Classical 100 is a fantastic collection of 100 carefully selected pieces of music and activities for schools and families to share over the summer.

Classical 100 features 100 pieces of classical music, ranging from Bach to Bernstein and Handel to Haydn. You can sort the music by mood, instrument, style and historical period, or any other way that suits you.

### **Rebuilding relationships and developing a sense of community**

Singing together can be a fantastic way to build a sense of community with groups. Singing in a choir or singing in any sort of group environment with other people can be a fun, bonding activity. It gives you an opportunity to share an experience with a group of people.

Rewriting the lyrics to a favourite tune could be a lovely group activity where the group can work together in a socially distanced way. This would also give the children opportunities to share their emotions and feelings about the topic you were writing the song about.

Playing ambient background music around the school and in classrooms can also bring about a greater sense of community.

### **Risk Assessments and Singing.**

The UK Association for Music Education– Music Mark is a subject association for music and a membership organisation for those providing musical learning across the UK. They have produced guidance which states

'For most singing activity, including class work and assemblies, normal social distancing will suffice. Whilst singing releases potentially hazardous bioaerosols in proportion to volume: the louder the singing, the more aerosols are released (this is also the case when talking loudly or breathing more heavily), measurements taken with university-level students and professionals suggest that there is minimal air movement much over 0.5m from a singer.

Assemblies, singing lessons and even lunchtime choirs do not last anything like as long. A well-ventilated room, large enough to maintain the usual 2m social distancing guideline, will usually suffice. Note that the area of the room is critical here: a higher ceiling does not mean singers are safe to stand closer together. Consider singing outdoors if you can. The risk of airborne transmission is thought to be significantly lower in the open air but be aware of wind direction for both the singers and the leader'

They have also produced a risk assessment proforma which can be accessed from The Gateshead Music Service website <http://servicesforschoolsnortheast.org.uk/Services/4456>

### **Making music relevant to the current situation**

Many articles have been written about Singing in Lockdown and many people have taken part in or been moved by online musical activities and choirs to get them through these months. <https://uk.style.yahoo.com/why-singing-in-lockdown-is-so-good-for-our-mental-health-101143681.html?>

Musicians have been streaming concerts on the internet and songs written about the pandemic. Even clapping on Thursday evening developed with members of the community playing musical instruments and pans! <https://www.bing.com/videos/>

For further support and advice around your music curriculum, please go to the Gateshead Music Service website. Here you will also find information about live streaming and a range of other ways the Music Team can support you in your delivery of the curriculum.

<http://servicesforschoolsnortheast.org.uk/Services/4456>



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## COVID-19 Risk assessment –Name of school

**Service and location**

CAF XXXXXXXXX

**Name of Assessor and position**

Heather Taylor (H&amp;S Officer)

**Work activity:**

School operations

**Approved by (Service Manager)**

Steve Horne/Head teacher

**Date of assessment**

02.07.20

**Consultation**

Caroline O'Neill/ Steve Horne/Procurement/Public Health/HR/Unions (NEU, Unison, NASUWT, GMB, NAHT, Unite, Voice the Union, ASCL).

**Review Date**
**Reference Number**

This risk assessment must be regularly reviewed and updated as necessary in line with government guidance. The reviewed risk assessment must be shared with all staff, including any relevant updated guidance to support the risk assessment.

The risk assessment is specific to control measures in place relating to COVID-19 and must be used in conjunction with other relevant risk assessments.

For the purposes of this risk assessment children and young people are referred to as pupils.

Point	Content	Page	Point	Content	Page
1a	Clinically extremely vulnerable adults and pupils		6	Extra curricular activities/clubs/wrap around care provision	
1b	Staff/pupils living with a person who is extremely clinically vulnerable		7	Working with SEND children	
2a	Clinically vulnerable adults and pupils		8	Unsafe/violent/aggressive behaviour	
2b	Staff/pupils living with someone who is clinically vulnerable.		9	Suspected/confirmed cases of COVID-19	
3	BAME staff and pupils		10	Suspected/confirmed household cases	
4	<b>Contact between individuals and social distancing</b>		11	NHS Test and Trace	
4	General control measures		12	Incorrect use of/lack of PPE	
4	Learning areas		13	Use of face coverings	
4	Arriving at/leaving school		14	Use of transport	
4	Meeting and communal areas		15	Home visits	
4	Supporting pupils		16	Educational visits	
4	Shared offices and reception areas		17	Staff/pupils travelling overseas/returning	
4	Lifts		18	Staff absence	
4	Changing rooms and showers		19	First aid arrangements	
4	PPA time		20	Premises management	
5	<b>Hygiene practices and sharing of items/equipment</b>		21	Alcohol based sanitiser	
5	Good hygiene practices		22	Deliveries into school	
5	General		23	Home working	
5	Shared/personal equipment		24	Anxiety/depression/other MH conditions	
5	Playing musical instruments and singing		25	Aerosol generating procedures	

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>1. Adults and pupils classed as <b>clinically extremely vulnerable (CEV)</b> in accordance with government guidance, <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/</a></p> <p>1b. Members of staff or pupils living with a person who is <b>extremely clinically vulnerable</b></p>	<p>Employees, pupils, household members</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<p><b>Control measures for September opening TBC following Occupational Health/HR consultation and the new guidance issued today 08.07.20</b></p>				
<p>2a. Adults and pupils classed as <b>clinically vulnerable</b> in accordance with government guidance. <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-">https://www.gov.uk/government/publications/staying-alert-and-safe-social-</a></p>	<p>Employees, pupils, household members.</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of</p>	<p><b>Control measures for September opening TBC following Occupational Health/HR consultation.</b></p>				

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<a href="#">distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a> <b>(this includes pregnant employees)</b>	COVID-19, illness death.					
3. BAME staff working in school settings and pupils  <div style="text-align: center; font-size: 2em; font-weight: bold;">Page 63</div>	BAME staff <b>Exposure to coronavirus (SARS-CoV-2,)</b> Comparatively increased risk from COVID-19 (research ongoing)	<b>Control measures for September opening TBC following Occupational Health/HR consultation.</b>				

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.	Employees, pupils, visitors  Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Staff work from home where feasible and appropriate to do so.</li> <li>• Contact between people is reduced as much as possible to maintain social distancing.</li> <li>• Contact sports do not take place at this time including during extra-curricular activities.</li> <li>• Staff keep their distance from pupils as much as possible and maintain 2m social distancing from other adults wherever possible.</li> <li>• Staff avoid face to face contact and minimise time spent within 1m of anyone.</li> <li>• Pupils who are old enough and have the capacity to/are able to do so are supported to maintain distance and avoid touching as much as possible.</li> <li>• Unnecessary items taking up floor space are removed from areas wherever possible to create additional space for social distancing. and are safely stored in an appropriate location that does not compromise fire safety or health and safety.</li> <li>• Rooms are accessed from the outside wherever possible. Where this is not possible, additional entrance/exit doors are brought into use and designated to groups as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• If a pupil is currently attending more than one setting, both settings work together to address any risks identified and put suitable control measures in place. (see section 6).</li> <li>• Try to comfort children using verbal prompts and non-physical contact as much as possible (see guidance produced by the Psychological Service).</li> <li>• Discourage all non-essential trips within the school building to minimise staff contact by for example, restricting access to some areas, encouraging use of radios/telephones and cleaning them between use.</li> <li>• Liaise with Kevin Pearson/ Link Inspector at the planning stage for opening fully if operational advice is required.</li> <li>• Use paint/chalk marks (indoors only)/ tape on the floor where appropriate to assist with social distancing.</li> <li>• Make additional use of outdoor learning spaces and structures (cleaned between groups as necessary) – SLT to consider whether these need to be</li> </ul>	<p>Head teacher</p> <p>Staff</p> <p>Head teacher/SLT</p> <p>Head teacher</p> <p>SLT/ Head teacher</p>		

**Commented [HT1]:** Acknowledging that there are not many roles that will allow for this, this is still the government guidance.

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.		<ul style="list-style-type: none"> <li>Movement around the school is reduced as much as possible (classes timetabled to use the same room as much as possible).</li> <li>A 1-way system and keep to the side procedure is in place for moving through all/part of the school and in communal areas such as dining halls and sports halls. (If not possible, a keep to the left/right procedure is in place across the school).</li> <li>Posters are displayed to remind occupants about handwashing and social distancing measures.</li> <li>Outdoor sports are prioritised over indoor sports wherever possible.</li> <li>Indoor sports take place in large spaces where outdoor sport is not possible, maximising distancing between pupils and with stringent hygiene and cleaning in place.</li> </ul> <p><b>Visitors:</b></p> <ul style="list-style-type: none"> <li>A visitor policy is in place to ensure only essential visitors are on site, visitors are limited during school hours and parent/carer visits are by appointment only, are only when essential and are with only one parent/carer wherever possible.</li> <li>Meetings/appointments are held virtually where possible.</li> <li>Visitor information is clearly displayed. (This including informing parents/carers not to</li> </ul>	<p>timetabled to groups. Consider sun safety and pupils with medical conditions e.g. hay fever.</p> <ul style="list-style-type: none"> <li>Consider the provision of additional external storage to enable safe storage of items which have been temporarily removed/ additional external learning areas.</li> <li>If it is not possible to appropriately stagger lunch breaks in the dining hall, pupils eat their lunch in their classrooms/elsewhere. This is discussed with Catering staff and appropriate arrangements put in place</li> <li>Visitors who fail to follow the visitor policy are reminded of the rules and if necessary are asked to leave the premises. Parents/carers who persistently fail to follow rules are discussed with the Chair of Governors/ Governing Body. Consider using a Warning or Banning letter for parents/carers. <a href="https://intranet.gateshead.gov.uk/media/727/Warning-or-Banning-persons-from-school-premises/pdf/EDU-HS-15WarningorBanningPersonsfr">https://intranet.gateshead.gov.uk/media/727/Warning-or-Banning-persons-from-school-premises/pdf/EDU-HS-15WarningorBanningPersonsfr</a></li> </ul>	<p>Head teacher</p> <p>SLT</p> <p>Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.		<p>gather whilst on school premises and to maintain social distancing at all times, and what essential visitors entering the school should do).</p> <ul style="list-style-type: none"> <li>All staff have been made aware of and implement the visitor policy.</li> <li>A visit register is kept of <b>all</b> visitors to the premises (visitors sanitise hands first and use own pen/screen to be cleaned between use) or give details to office staff.</li> <li>Appointments for visitors take place <b>outside</b> of school hours where possible.</li> <li>Contractors (e.g. Facilities Management, catering staff, cleaning staff, suppliers etc) have been informed in advance, wherever possible, to ensure they are aware of the COVID-19 arrangements to follow on site).</li> <li>External staff/contracted staff liaise with the school regarding working with staff/pupils and have their own risk assessments in place. External staff follow school arrangements for COVID-19 at all times.</li> <li>External staff who are required to move around schools take particular care to maintain distance from other staff and pupils</li> </ul>	<a href="#">omSchoolPremises.pdf?m=636451477720470000.</a>			

**Commented [HT2]:** This doesn't include cyclical maintenance/ repair work etc.

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.		<ul style="list-style-type: none"> <li>• <b>Learning areas:</b></li> <li>• Pupils are designated their own area within the classroom</li> <li>• Classrooms are rearranged to support distancing as much as possible (pupils sit side by side/facing forwards) and avoid face to face seating arrangements wherever possible.</li> <li>• Pupils are not called to the front of the class and close contact at pupils' desks is avoided where possible.</li> <li>• A daily record is kept of all staff/external staff who have been working with each group.</li> </ul> <p><b>Early Years:-</b></p> <ul style="list-style-type: none"> <li>• Each class operates as a separate group and avoids contact with other groups wherever possible.</li> </ul> <p><b>Primary schools:</b></p> <ul style="list-style-type: none"> <li>• Each class operates as a separate group and avoids contact with other groups wherever possible.</li> <li>• Where class groups are not practical, each year group operates as a separate group and avoids contact with other groups wherever possible.</li> </ul> <p><b>Secondary school</b></p> <ul style="list-style-type: none"> <li>• Each class operates as a separate group and avoids contact with other groups wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Where possible and safe to do so groups to enter/leave the classroom in order so the classroom is filled from the back to the front and emptied from the front to the back to reduce close contact.</li> </ul>	Staff/pupils		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.		<ul style="list-style-type: none"> <li>Where class groups are not practical, each year group operates as a separate group and avoids contact with other groups wherever possible.</li> <li>Staff maintain distance from pupils as much as possible remaining at the front of the class as much as possible.</li> </ul> <p><b>Special schools/other settings:</b></p> <ul style="list-style-type: none"> <li>Group size is determined by ensuring the greatest reduction in contact and mixing without inhibiting teaching or access for support and specialist staff/therapists.</li> <li>Each group avoids contact with other groups wherever possible</li> </ul> <p><b>Arriving at /leaving school</b></p> <ul style="list-style-type: none"> <li>Drop-off and collection times are staggered.</li> <li>Appropriate arrangements are in place for parents/carers to observe social distancing when dropping off/collecting pupils.</li> <li>Parents/carers are discouraged from gathering at the school gates.</li> </ul> <p><b>Meetings and communal areas:</b></p> <ul style="list-style-type: none"> <li>Bottle neck areas e.g. corridors, cloak rooms and entrance/exit areas are managed to maintain social distancing as much as possible.</li> <li>Break times and class changeover times are staggered.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate additional areas for use as staff rooms if required which allow for social distancing.</li> <li>Schools that are immediate neighbours liaise with each other where there are congestion issues on</li> </ul>	<p>Head teacher</p> <p>Head teacher</p>		

**Commented [HT3]:** Moira/Heather to discuss practicalities for secondary schools

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.		<ul style="list-style-type: none"> <li>Lunchtime is staggered and arrangements are in place to ensure that social distancing is maintained when queuing and eating.</li> <li>Assemblies/other pupil gatherings do not take place with more than one group.</li> <li>Pupils are kept in their consistent groups supervised to maximise distancing as much as possible when in the playground or doing any physical exercise and groups are kept separate from each other.</li> <li>Toilet visits are controlled as much as possible and as appropriate by limiting the number of pupils using the toilet facilities at one time.</li> <li>Maximum occupancy signs are displayed on staff rooms and meeting rooms.</li> <li>Meetings and essential training are only held on site where social distancing can be maintained and in a well ventilated or outdoor area.</li> <li>Unnecessary staff gatherings are avoided.</li> <li>Use of the staff room is staggered and staff room is re-organised to allow social distancing.</li> <li>Appropriate arrangements are in place for parents/carers to observe social distancing e.g. when dropping off/collecting pupils.</li> </ul>	<ul style="list-style-type: none"> <li>arrival/departure to arrange staggered arrival/leaving times from each other/put in place other arrangements wherever possible.</li> <li>Consideration is given to zoning playgrounds and other areas across the school site to encourage social distancing between groups.</li> </ul>	Head teacher		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
4. Contact between individuals and lack of social distancing.		<ul style="list-style-type: none"> <li>Parents/carers are discouraged from gathering at the school gates.</li> </ul> <p><b>Supporting pupils:</b></p> <ul style="list-style-type: none"> <li>Staff support pupils with distancing – age and developmentally appropriate ways to help pupils understand are used as appropriate.</li> <li>For pupils who have care needs/ behaviour support plans which require staff to be within close proximity:-               <ul style="list-style-type: none"> <li>Social distancing is maintained as much as possible at all other times</li> <li>PPE is worn as normal in accordance with existing risk assessment (minimum of disposable gloves and apron) when undertaking personal care and the pupil is exhibiting no symptoms of COVID-19 (additional PPE is not currently required if the pupil is not exhibiting any symptoms).</li> <li>Individual risk assessment is carried out and PPE worn where appropriate (see section 8 where an individual presents an increased risk.</li> </ul> </li> </ul> <p><b>Shared offices and reception areas</b></p> <ul style="list-style-type: none"> <li>Maximum occupancy of offices is determined by allowing for 2m social distancing between each person.</li> <li>Workstations are assigned to one person only wherever possible, or if not are cleaned between use.</li> </ul>	<ul style="list-style-type: none"> <li>If 2m social distancing cannot be achieved consider whether a staff member(s) can be relocated to another room. If not, staff to be in the office on a</li> </ul>	SLT		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>Workstation set ups and locations have been reviewed and where possible moved so that staff do not face each other.</li> <li>Staff who do not work in the office avoid entering the office wherever possible.</li> <li>Staff are encouraged to use phones/walkie talkies for communication rather than coming to the office.</li> </ul> <p><b>Lifts:</b></p> <ul style="list-style-type: none"> <li>Lift is only used when necessary.</li> <li>If the lift has to be used by more than 1 person e.g. when supporting a pupil, occupants face away from each other wherever possible.</li> </ul> <ul style="list-style-type: none"> <li><b>Changing rooms and showers</b> <b>Updated guidance to follow</b></li> <li><b>PPA time</b></li> <li>Lessons covered by TAs moving between different groups regularly are planned to ensure TAs can maintain 2m social distancing wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li>rota basis with alternating homeworking,</li> <li>Where possible relocate the photocopier/printer if there is only one in the main office.</li> <li>Provide a clear screen/barrier from visitors if the office area is not physically separated.</li> <li>Mark out spaces in the lift.</li> </ul>	<p>SLT</p> <p>SLT</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>5. Poor hygiene practices and shared items/ equipment.</p> <p>(see section 7 for cleaning areas/equipment in contact with a symptomatic person).</p>	<p>Employees, pupils, visitors</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<p><b>Good hygiene practices:-</b></p> <ul style="list-style-type: none"> <li>Public Health England hand hygiene and general good hygiene practices are followed by employees including :-                             <ul style="list-style-type: none"> <li>regular and thorough handwashing for at least 20 seconds.</li> <li>hands are thoroughly dried after washing</li> <li>Washing/sanitising hands on arrival, before leaving, before and after eating after sneezing and coughing, and regularly throughout the day. Hands are dried thoroughly after washing.</li> <li>avoidance of non-essential physical contact.</li> <li>sneezing into tissues/elbow and binning them ('Catch it, bin it, kill it')</li> <li>observing social distancing as much as possible</li> <li>not touching face, eyes, nose or mouth if hands are not clean.</li> </ul> </li> <li>Staff support/supervise pupils to follow the above guidance as much as possible. Games, songs, repetition, class rules and posters are used as appropriate to encourage pupils to practise these habits.</li> <li>Arrangements are in place for staff to greet each pupil, ensure they wash their hands immediately on arrival (or sanitise their hands if this is not possible) and go straight to their classroom.</li> <li>Where a sink is not nearby, hand sanitiser (at least 60% alcohol) is provided and used as necessary across the school, and is closely supervised.</li> </ul>	<ul style="list-style-type: none"> <li>Supplies of cleaning agents and soap, hand sanitiser (at least 60% alcohol), and access to handwashing facilities are maintained at all times. Where there is an issue with supply of soap/sanitiser contact Corporate Procurement.</li> <li>Parents and carers to be informed of PHE good hygiene practices and asked to reinforce these with children at home.</li> <li>Individual risk assessment is carried out for pupils who are unable to maintain respiratory hygiene (e.g. who spit uncontrollably or use saliva as a stimulant (see section 8)).</li> <li>Pump action moisturiser is provided for hands (no direct shared contact with cream),</li> <li>If internal doors need to be held open a suitable British Standard hold open device should be installed. (Read and implement HSB 09 specific fire risk assessment review).</li> <li>Areas being brought into use as learning areas are fully cleaned before use.</li> </ul>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>Staff/SLT</p>		

**Commented [HT4]:** School to provide. Own sanitisers may not achieve this.

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>5 Poor hygiene practices and sharing of items/ equipment (continued).</p> <p>(see section 7 for cleaning areas/equipment in contact with a symptomatic person).</p>		<ul style="list-style-type: none"> <li>• <b>Hand sanitiser is not used as a substitute for thorough hand washing with soap and water.</b></li> <li>• Pupils are monitored and supported as necessary to ensure they are carrying out regular hand washing.</li> <li>• Staff wash hands before and after supporting pupils with medication and medical needs.</li> <li>• School is kept well-ventilated by opening windows/use of ventilation units/propping open doors which are not fire doors when safe and appropriate to do so.</li> <li>• Staff are provided with their own hand sanitiser to be carried around with them where required.</li> <li>• Ozone machines are not used at this time as they may present an increased risk to the respiratory system.</li> <li>• Pupils store coats and bags in a designated area/under desk and on chair.</li> <li>• Pupils do not bring items and toys from home unless this is essential and they can be cleaned on arrival.</li> <li>• Visitors are asked to observe good hygiene practices whilst in the building. Visitors sanitise their hands before they leave the</li> </ul>	<ul style="list-style-type: none"> <li>• Staff monitor pupils who have conditions known to be triggered by cleaning products e.g. asthma, allergies and review health care plan as necessary. Staff report any concerns re: their own conditions to SLT. Cleaning products are discussed with the cleaning provider if issues are identified</li> <li>• Ensure cleaning supplies/hand sanitiser are available in each room as necessary including areas containing shared highly used equipment e.g. photocopiers, printers etc.</li> <li>• Consideration is given to procuring pedal operated lidded waste bins.</li> <li>• Remove unnecessary items from classrooms and other learning environments where it is possible to safely store them elsewhere.</li> <li>• Remove soft furnishings, soft toys and other resources which are not easily cleanable <b>if they are not essential for education.</b></li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>5. Poor hygiene practices and sharing of items/ equipment (continued).</p> <p>(see section 7 for cleaning areas/equipment in contact with a symptomatic person).</p> <p style="text-align: center;">Page 74</p>		<p>foyer and are encouraged to wash their hands on arrival into the building, often during their stay and when leaving.</p> <p><b>General:-</b>  <b>By the end of the summer term PHE will publish revised guidance on general cleaning – section to be reviewed in line with this</b></p> <ul style="list-style-type: none"> <li>• Work areas are kept clean and bins for tissues are emptied regularly throughout the day.</li> <li>• Areas are kept tidy and surfaces clear as much as possible to enable effective cleaning to be carried out.</li> <li>• Rooms/shared areas that are used by different groups are cleaned between groups.</li> </ul> <p><b>Shared/personal equipment:-</b></p> <ul style="list-style-type: none"> <li>• Parents/carers/pupils/staff have been informed that only essential items should be brought into school/taken home.</li> <li>• Items are not unnecessarily shared. Sharing of personal items is avoided wherever possible.</li> <li>• Staff and pupils have their own stationery (and any other very frequently used items as the school deems necessary).</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements and a cleaning schedule to be in place to ensure that additional cleaning is taking place as required (e.g. assigning staff cleaning roles on the rota/ additional cleaning duties/ liaising with cleaning provider for additional support if required.</li> <li>• Follow manufacturer's instructions for dilution, application and contact times for all cleaning products. All relevant staff are made aware of this and how to achieve the appropriate dilution.</li> <li>• Pre-diluted cleaning chemicals/ disinfectants in spray bottles to be provided by Building Cleaning on request.</li> <li>• Drinking fountains are not in use.</li> <li>• If outdoor play equipment is in use pupils wash hands before and after use, it is cleaned between groups of pupils using it and is only used by one group of pupils at a time.</li> </ul>	<p>SLT</p> <p>SLT/ Building Cleaning</p> <p>Head teacher</p> <p>SLT</p> <p>Staff/SLT</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>5. Poor hygiene practices and sharing of items/ equipment (continued).</p> <p><b>(see section 7 for cleaning areas/equipment in contact with a symptomatic person).</b></p> <p style="text-align: center; font-size: 2em;">Page 75</p>		<ul style="list-style-type: none"> <li>• Resources shared within a group are cleaned regularly or labelled and left unused for 72 hours between use</li> <li>• Resources shared between groups (including outdoor play equipment) are cleaned between groups or labelled and left unused for 72 hours between use by different groups.</li> <li>• Pupils provide their own water bottle/ their own labelled water bottle is provided for them.</li> <li>• Resources for activities are considered (use of malleable items e.g. playdough are not shared).</li> <li>• Shared surfaces including desks are cleaned before starting work/lessons, <b>between groups</b> and at regular intervals throughout the day (particular attention is given to frequently touched areas e.g. IT equipment, tables, chairs, door handles, phones, light switches, staff room equipment (e.g. kettle, microwave) and bannisters).</li> <li>• Interactive screens/whiteboards are only used by teachers.</li> <li>• Lunch tables are cleaned between each group.</li> <li>• If a lift is in use, it is included in the cleaning schedule</li> </ul>	<ul style="list-style-type: none"> <li>• For advice and guidance on cleaning, checking and troubleshooting specialist equipment provided for vision and hearing impaired pupils contact LiNT on 433 8747.</li> </ul>	Staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>5. Poor hygiene practices and sharing of items/ equipment (continued).</p> <p>(see section 7 for cleaning areas/equipment in contact with a symptomatic person).</p> <p style="text-align: center;">Page 76</p>		<p><b>Playing musical instruments and singing</b>  <b>New government guidance due on music and singing – to be reviewed in line with this.</b></p> <ul style="list-style-type: none"> <li>• Instruments which are in contact with the mouth (recorders, flutes etc) are only used if they belong to the pupil and are labelled to avoid mix up.</li> <li>• Playing musical instruments and singing is only carried out in small groups (max of 15 people).</li> <li>• Pupils socially distance and play/sing outside wherever possible.</li> <li>• Pupils are positioned back to back or side to side.</li> <li>• Singing, wind and brass playing does not take place in choirs and ensembles.</li> </ul>				
<p>6. Extra-curricular activities/clubs/ wrap around care provision/</p>	<p>Employees, pupils, visitors</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>• Head teacher liaises with providers of extra-curricular activities to ensure they have appropriate COVID-19 arrangements and a COVID-19 risk assessment in place.</li> <li>• External providers on school premises have been made aware of and follow school COVID-19 expectations and operating procedures.</li> <li>• Arrangements are in place to ensure appropriate cleaning of areas/equipment takes place after extra-curricular activities as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be kept within the same groups as during school hours as much as possible</li> <li>Where this is not possible pupils are in small consistent groups (max of 15).</li> <li>• Where pupils attend contracted wrap around care provision off site, head teacher liaises with providers to ensure appropriate COVID-19 arrangements and a COVID-19 risk assessment in place and that where possible</li> </ul>			

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>External providers are aware to inform the school immediately if any pupil is exhibiting symptoms of COVID-19.</li> <li>Contact sports do not take place at this time.</li> <li>External providers keep a register of all attendees and who is in which group.</li> <li>Early Years: Settings that use external providers for sessions which are not directly required for children's health and wellbeing are suspended.</li> </ul>	<p>pupils are kept in the same group as at schools. Where this is not possible pupils are kept in consistent separate school groups.</p> <ul style="list-style-type: none"> <li>Parents/carers asked to limit the number of wraparound providers used as far as possible and only use providers who have appropriate COVID-19 measures in place.</li> </ul>			
7. Working with SEND children	<p>Employees, pupils, visitors</p> <p>Spitting, biting, contact with bodily fluids due to sensory issues.</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>SEND team are liaising with schools to provide support with SEND pupils.</li> <li>Staff are vigilant for escalations in behaviour due to changes in routine and follow BSP re: de-escalation techniques.</li> <li>Social distancing is maintained wherever possible without putting the pupil at risk if close proximity is required for de-escalating behaviour.</li> <li>Supervision ratios are maintained for pupils with challenging behaviour in accordance with their BSP with as little change in support staff as possible.</li> <li>Individual risk assessment is reviewed in conjunction with school, pupil's parents and LA in accordance with Gateshead Council 'Guidance to settings used by Gateshead Children and Young People on access to educational provision during Covid-19'</li> </ul>	<ul style="list-style-type: none"> <li>BSP and needs of pupils they are supporting are discussed with new or temporary staff.</li> <li>Liaise with relevant other teams e.g. Behaviour Support, / Link inspectors if additional support is required.</li> <li>Individual risk assessments to be carried out for pupils where social distancing cannot be maintained e.g. where their BSP requires close contact (see section 7) and all relevant staff made aware of this.</li> <li>Liaise with the LiNT for additional guidance when reviewing individual risk assessments for pupils with sensory impairments.</li> </ul>	<p>SLT</p> <p>SEND coordinator/ S LT</p> <p>SEND coordinator/ S LT</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>Best endeavours are made to ensure all EHCPs are met as much as possible.</li> <li>Suitable arrangements are in place for cleaning of specialist equipment.</li> <li>Shared areas that cannot be easily cleaned such as hydrotherapy/sensory ball pools have been taken out of use. Use of rooms shared by different groups is minimised and they are cleaned between use.</li> </ul>				
8. Unsafe/ violent/ aggressive behaviour (e.g. intentional spitting, refusing to adhere to social distancing etc.).	Employees, pupils, visitors Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.	<ul style="list-style-type: none"> <li>Where pupils wilfully fail to follow school rules regarding COVID-19, appropriate sanctions are taken in accordance with the school behaviour policy.</li> <li>Incidents involving violent/aggressive behaviour including spitting are reported to the Health and Safety Team on an HS20 incident form.</li> <li>Risk assessments are in place for pupils with known challenging behaviour and are reviewed as necessary.</li> <li>Behaviour policy has been reviewed and amended as appropriate with any changes to expectations, rewards and sanctions in place re: COVID-19 including no spitting or deliberately coughing.</li> <li>Advice/support available from the Behaviour Support Team.</li> </ul>	<ul style="list-style-type: none"> <li>Revised COVID-19 behaviour policy is communicated to pupils, parents and staff.</li> <li>Appropriate arrangements to be in place where a pupil needs to be removed from a group for the safety of themselves/others</li> <li>Staff are vigilant for new behaviours in pupils due to changes in routine and current situation and take appropriate action.</li> </ul>	Head teacher  Head teacher  All staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>9. Suspected/ confirmed cases of COVID-19 (continued)</p> <p>Symptoms currently identified as:</p> <ul style="list-style-type: none"> <li>– High temperature (37.8°C or above)</li> <li>– new continuous cough (coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (or worse than usual here, the person usually has a cough))</li> <li>– loss of, or change in taste or smell</li> </ul>	<p>Employees, pupils, visitors</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<p><b>Informing school:</b></p> <ul style="list-style-type: none"> <li>• Parents/carers have been asked to inform the school if their child/any member of their household is exhibiting symptoms of COVID-19 whilst not in school.</li> <li>• Employees/ parents/ carers have been informed that they/ pupils must <b>not</b> attend school if they have symptoms of COVID-19 and must self-isolate.</li> </ul> <p><b>Staff/pupils exhibiting symptoms</b></p> <ul style="list-style-type: none"> <li>• Staff look out for signs of pupils exhibiting symptoms of COVID-19.</li> <li>• Staff are extra vigilant with pupils with cognitive impairments and look for signs such as delirium which may indicate infection</li> <li>• If a <b>member of staff/ visitor</b> develops symptoms whilst at school, a member of SLT is informed and they leave site immediately, self-isolate, and follow the HR return to school procedure <b>Add link (doc currently under review)</b>.</li> <li>• If a <b>pupil develops symptoms</b> whilst at school:- <ul style="list-style-type: none"> <li>– Pupil is self-isolated in a designated room behind a closed door, with a window open (where possible) and with supervision by a member of staff if required.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inform the Health Protection Team on 0300 303 8596 (option 1) and Moira Richardson (Gateshead Council Public Health team) on 0191 433 3034 or moirarichardson@gateshead.gov.uk or Emma Gibson on 433 2845 emmagibson@gateshead.gov.uk if</b> <ul style="list-style-type: none"> <li>– a member of staff/pupil has exhibited symptoms of COVID-19 or tested positive for COVID-19 and follow their guidance.</li> </ul> </li> <li>• <b>Inform Moira Richardson (Gateshead Council Public Health team) on 0191 433 3034 moirarichardson@gateshead.gov.uk or Emma Gibson on 433 2845 emmagibson@gateshead.gov.uk if the school is observing unusually high numbers of absences due to illness (compared to the numbers of absences they would normally see for that time of year</b></li> <li>• Employees to be made aware of and follow the HR return to work (school) procedure <b>Add</b></li> </ul>	<p>SLT</p> <p>SLT</p> <p>Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
9. Suspected/ confirmed cases of COVID-19 (continued)		<ul style="list-style-type: none"> <li>- If it is not possible to isolate the pupil, they are moved to an area at least 2m away from other people.</li> <li>- Isolation room has minimal furniture which is readily cleanable.</li> <li>- Parents/carers are contacted to collect their child as soon as possible or 999/111 are contacted if required.</li> <li>- Pupil self-isolates for at least 7 days from the onset of symptoms and follows the HR return to school procedure for employees. Add link (doc currently under review).</li> <li>• Symptomatic staff/pupils use a separate bathroom if this is needed before leaving the premises. The bathroom is cleaned and disinfected before being used by anyone else.</li> <li>• Home testing kit is offered to employee or parent/carer of pupil who develops symptoms on site where they think providing one will increase the likelihood of testing. Otherwise they are advised to arrange for COVID-19 testing via <a href="http://www.nhs.uk/coronavirus">www.nhs.uk/coronavirus</a> or by phoning 119, and to inform the school of the results</li> <li>• Notify the Building Cleaning provider/Area Supervisor as soon as possible to inform them if there has been a symptomatic of</li> </ul>	<p>link (doc currently under review), if they have been exhibiting symptoms of COVID-19.</p> <p>Parents/carers to be informed of this for pupils</p> <ul style="list-style-type: none"> <li>• Employees to be reminded to inform the head teacher if they are diagnosed with COVID 19 as a result of a positive test. Head teacher to inform Public Health (see above).</li> </ul> <p>Any case identified by Occupational Health as meeting the HSE RIDDOR reporting criteria will be shared with H &amp; S who will deal with the reporting process.</p>	<p>Head teacher</p> <p>Occupational Health/ Health and Safety team</p>		

Commented [HT5]: This will also apply to pupils

Commented [HT6]: E.g where families don't have a car or may struggle to access a test. Schools to make a judgement call on when to give these out as they are likely to only receive a small supply of testing kits.

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
9. Suspected/ confirmed cases of COVID-19 (continued)		<p><b>confirmed case of COVID-19 on site</b></p> <p><b>Supporting a symptomatic pupil:</b></p> <ul style="list-style-type: none"> <li>• Social distancing is maintained wherever possible however if staff are required to be within 2m of the pupil they wear the following PPE: -               <ul style="list-style-type: none"> <li>– Disposable plastic apron</li> <li>– Disposable gloves</li> <li>– Fluid resistant face mask</li> <li>– Eye protection if required (if there is a risk of splashing to the eyes e.g. from coughing or vomiting etc.)</li> </ul> </li> <li>• Any member(s) of staff that have been supporting a symptomatic pupil wash their hands thoroughly for 20 seconds after contact with them using the nearest facilities. Any surfaces that have been touched en-route are cleaned and disinfected.</li> <li>• Staff are advised to ensure that wherever possible after providing close care to a pupil exhibiting symptoms of COVID-19 their work clothing is: -               <ul style="list-style-type: none"> <li>– Changed after providing care and transported home in a tied plastic bag.</li> <li>– Laundered in a load not more than half the machine capacity.</li> <li>– Not shaken before washing.</li> <li>– Washed at the maximum temperature the fabric can tolerate.</li> </ul> </li> </ul>				

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>9. Suspected/ confirmed cases of COVID-19 (continued)</p>		<p><b>Cleaning areas where a symptomatic person has been:</b></p> <ul style="list-style-type: none"> <li>• Public areas where a symptomatic person has passed through and spent minimal time (e.g. corridors) and are not visibly contaminated with body fluids are cleaned thoroughly as normal with usual cleaning products.</li> <li>• All surfaces that the symptomatic person has come into contact are cleaned and disinfected, including:               <ul style="list-style-type: none"> <li>– objects which are visibly contaminated with body fluids.</li> <li>– all potentially contaminated high-contact areas such as toilets, door handles, telephones, grab-rails in corridors and stairwells.</li> </ul> </li> <li>• PPE (single use gloves, single use apron, fluid resistant face mask and eye protection) is worn when cleaning an area that has been heavily contaminated with bodily fluids from a person with COVID-19 symptoms, otherwise a minimum of single use gloves and apron are worn during cleaning an area(s) where a person with COVID-19 symptoms has been .</li> <li>• Disposable cloths or paper roll and disposable mop heads are used to clean all hard surfaces, floors, chairs, door handles and sanitary fitting using either:-               <ul style="list-style-type: none"> <li>– a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants to be followed at all times</li> <li>• Ensure this is clearly displayed in the cleaning store and all relevant staff are made aware of this.</li> <li>• Check with the school's cleaning provider (Paul Templeton for PFI schools) if necessary, to ensure you are using a suitable disinfectant at the correct dilution.</li> </ul>	<p>Staff</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>9. Suspected/ confirmed cases of COVID-19 (continued)</p>		<p><b>or</b></p> <ul style="list-style-type: none"> <li>- a household detergent followed by disinfection (1000 ppm av.cl.).</li> <li><b>or</b></li> <li>- A disinfectant that is effective against enveloped viruses.</li> </ul> <ul style="list-style-type: none"> <li>• Avoiding creating splashes and spray when cleaning.</li> <li>• Cloths and mop heads used are disposed of as single use items.</li> <li>• Items that cannot be cleaned using detergents or laundered e.g. upholstered furniture are steam cleaned.</li> <li>• Any items that are heavily contaminated with body fluids and cannot be cleaned by washing are disposed of.</li> </ul> <p><b>Waste from symptomatic person:</b></p> <ul style="list-style-type: none"> <li>• Waste from a symptomatic person and from cleaning of areas where they have been (including disposable cloths and tissues) and used PPE is:- <ul style="list-style-type: none"> <li>- Double bagged (placed in a plastic rubbish bag and tied then placed in a second bn bag and tied),</li> <li>- Tagged with the date and time and stored in a secure area for at least 72 hours</li> <li>- Disposed of in the normal waste bin or clinical waste bin if there is a clinical waste contract in place.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Designate a safe and secure holding area for potentially contaminated waste and ensure all staff are aware of this.</li> </ul>	<p>Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
10. Household members – suspected/confirmed cases of COVID-19	Employees, pupils, visitors  Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.	<b>Other household members (not pupils/staff) exhibiting symptoms:</b> <ul style="list-style-type: none"> <li>If a member of any staff/ pupils' household develops symptoms of COVID-19, they follow government guidance</li> <li>The employee/parent/carer is advised to arrange for COVID-19 testing via <a href="http://www.nhs.uk/coronavirus">www.nhs.uk/coronavirus</a> or by phoning 119, and to inform the school of the results</li> </ul>				
11. NHS Test and Trace  Page 84	Employees, pupils, visitors  Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.	<ul style="list-style-type: none"> <li>All staff have been made aware and follow the NHS Test and Trace guidance where necessary at: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></li> <li>Staff and parents/carers have been advised that they must inform the school if they test positive for COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Employees to inform their manager if they have been asked to self-isolate by the NHS Test and Trace service.</li> <li>Parents/carers are informed that they/their child need to self-isolate if requested by the NHS Test and Trace Service (and to inform the school) or requested to by the school.</li> <li>SLT to inform the <b>Health Protection Team on 0300 303 8596 (option 1) and Moira Richardson (Gateshead Council Public Health team) on 0191 433 3034</b> <a href="mailto:moirarichardson@gateshead.gov.uk">moirarichardson@gateshead.gov.uk</a> or Emma Gibson on 433 2845 <a href="mailto:emmagibson@gateshead.gov.uk">emmagibson@gateshead.gov.uk</a> if a member of staff/pupil has tested positive for COVID-19, and follow their guidance.</li> </ul>	Staff  SLT  SLT		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
11. Incorrect use of/lack of PPE.	Employees, pupils, visitors  Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.	<ul style="list-style-type: none"> <li>Stock of the following PPE:- <ul style="list-style-type: none"> <li>Disposable aprons</li> <li>Disposable gloves</li> <li>Fluid resistant face mask</li> <li>Eye protection (goggles or visor)</li> </ul> </li> <li>is available for staff for use when:- <ul style="list-style-type: none"> <li>supporting a pupil displaying symptoms of COVID-19 until they are taken home/to hospital</li> <li>for first aid purposes (see section 14)</li> <li>where this is already routinely required (not associated with COVID-19) when supporting a pupil.</li> <li>if required when supporting a pupil as determined by an individual risk assessment</li> <li>if cleaning an area(s) that has been heavily contaminated with visible body fluids from a person exhibiting COVID-19 symptoms (apron and gloves to be worn when cleaning area(s) that are not heavily contaminated). (see section 6).</li> </ul> </li> <li>PPE is also available through Corporate Procurement via <a href="http://www.gateshead.gov.uk/PPE">www.gateshead.gov.uk/PPE</a>.</li> <li>School informs Andrea Tickner on 0191 433 5995 or <a href="mailto:andreatickner@gateshead.gov.uk">andreatickner@gateshead.gov.uk</a> if additional PPE stock is required and cannot be procured.</li> <li>Staff are hydrated, tie hair back and remove jewellery (no stoned rings, watch, bracelets etc) before putting on PPE.</li> </ul>	<ul style="list-style-type: none"> <li>For other situations, e.g. working in prolonged close contact with pupils whose behaviour support plan requires this or working closely with pupils who regularly cough, sneeze or spit, without being able to practice good hygiene, the use of fluid resistant face masks and eye protection should be risk assessed and provided if deemed necessary. All staff must be clearly informed of what is to be used and when.</li> <li>In the event of disruption to supply of PPE/RPE prioritisation will be given to services based on clinical need.</li> <li>All staff to be made aware of what PPE is to be worn and when.</li> <li>All staff are visually trained in putting on (donning) and taking off (doffing) PPE and how to decontaminate eye protection and training records kept. <a href="https://www.youtube.com/watch?v=ozY50PPmsvE&amp;feature=youtu.be">https://www.youtube.com/watch?v=ozY50PPmsvE&amp;feature=youtu.be</a></li> <li>Posters showing how to put on and take off PPE are displayed.</li> </ul>	Head teacher/ Public Health    Corporate Procurement  SLT  SLT  SLT		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>11. Incorrect use of/lack of PPE (continued).</p> <p style="text-align: center; font-size: 2em;">Page 86</p>		<ul style="list-style-type: none"> <li>• Good hand hygiene is practiced and extended to exposed forearms after removing any element of PPE.</li> <li>• Used PPE is disposed of as normal waste where it <b>has not</b> been used for cleaning after a symptomatic person or when supporting a symptomatic person</li> <li>▪ Where PPE has been used to support a <b>symptomatic person</b>/for cleaning after them it is: - <ul style="list-style-type: none"> <li>– Double bagged (placed in a plastic rubbish bag and tied then placed in a second bin bag and tied), tagged with the date and time and stored in a secure area for at least 72 hours then disposed of in the normal waste bin or in the clinical waste bin if there is a clinical waste contract in place.</li> </ul> </li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87867/7/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87867/7/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87867/8/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87867/8/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf</a></p> <ul style="list-style-type: none"> <li>• Face mask is replaced if it is soiled or damaged.</li> <li>• PPE is stored in a safe and accessible location.</li> </ul>	<p>Staff</p> <p>Staff</p>		
<p>12. Use of face coverings.</p>	<p>Employees, pupils.</p> <p>Risk of self-contamination when taking off/removing face coverings, emotional effect on pupils, Exposure to coronavirus (SARS-CoV-2), Transmission of</p>	<ul style="list-style-type: none"> <li>• In line with government guidance face coverings are not recommended for use by staff or pupils within educational settings at this time.</li> </ul>	<ul style="list-style-type: none"> <li>• In the event that a member (s) of staff wishes to wear a face covering, the head teacher must fully discuss HSB 11 with the member of staff.</li> <li>• Any staff member who wears a face covering does this by their own personal choice and must follow the procedures regarding use of face coverings laid out in HSB 11</li> <li>• Parents/carers have been requested to ensure that pupils</li> </ul>	<p>Employees / Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	COVID-19, illness death.		<p>do not wear face coverings on school premises.</p> <ul style="list-style-type: none"> <li>All staff are aware of the procedure if a pupil arrives at school wearing a mask (HSB 11).</li> </ul> <p>Plastic bags to be available if pupils need to remove reusable face coverings on site.</p>			
14. Use of transport	<p>Employees, pupils, visitors</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>Use of vehicles for work purposes is minimised to essential travel only.</li> <li>If a joint visit is being carried out by staff separate vehicles are used where possible to enable social distancing.</li> <li>Vehicle keys and areas of the vehicle that provide regular contact points are cleaned before and after use.</li> <li>If there is more than 1 person in the vehicle: <ul style="list-style-type: none"> <li>They try not to face each other.</li> <li>They observe social distancing as much as possible in the vehicle.</li> <li>Journeys are planned to take the shortest time so that time in the vehicle is reduced.</li> </ul> </li> <li>Vehicle windows are opened to allow ventilation where possible and if safe to do so.</li> </ul>	<ul style="list-style-type: none"> <li>If vehicles are being shared, all staff are aware of and follow HSB 03 'Road Vehicle Occupancy Restrictions'</li> <li>A supply of hand sanitiser (at least 60% alcohol) to be carried in all vehicles to enable employees/pupils to sanitise their hands regularly.</li> <li>Employees/parents/carers to be made aware of the guidance on the use of public transport <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a> and have been encouraged to walk/cycle/use other forms of transport.</li> <li>Consideration is given to using/reinstating 'walking buses.' (Contact Gillian Cook -</li> </ul>	<p>Head teacher/ Staff</p> <p>Staff</p> <p>SLT</p> <p>Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>• Seats are cordoned off within school transport vehicles as necessary to maintain social distancing.</li> </ul> <p><b>External providers</b></p> <ul style="list-style-type: none"> <li>• Travel Care Team have provided guidance to their external travel providers to ensure that suitable arrangements for managing COVID-19 are in place.</li> <li>• COVID-19 risk assessment is requested from all external coach providers (in addition to other documentation required).</li> </ul> <p><b>Dedicated school transport including statutory provision:</b></p> <p><b>Further government guidance due – to be reviewed in line with new guidance</b></p> <ul style="list-style-type: none"> <li>• Pupils are grouped together on transport in the same groups as within school wherever possible</li> <li>• Pupils sanitise hands on boarding and alighting</li> <li>• Vehicles are cleaned more frequently</li> <li>• Queuing and boarding is arranged to allow for distancing as much as possible</li> <li>• Children over 11 wear face coverings where appropriate e.g. if they are likely to come into very close contact with people outside their group</li> </ul>	<p>433 3107 or Emma Allan on 433 3103 for further advice).</p> <ul style="list-style-type: none"> <li>• Working arrangements are flexible to enable staff to avoid public transport use wherever possible, or where this is not possible to avoid using it at peak times.</li> <li>• Concerns regarding external contracted travel providers to be raised with Joanne Waters (433 2498) or Brian Armstrong (4337426).</li> <li>• Traffic Planning Team to support schools with traffic management options to ensure that pupils are able to avoid the use of public transport as much as possible. (Contact Andrew Haysey 433 3124)</li> </ul>	<p>Head teacher</p> <p>Head teacher</p> <p>Traffic Planning Team/ Head teacher</p>		
15. Home visits	<p>Employees, pupils, visitors</p> <p>Exposure to coronavirus (SARS-CoV-2)</p>	<ul style="list-style-type: none"> <li>• Only essential visits are made.</li> <li>• Staff knock at the door and step back at least 2m to maintain social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>• If there is a need for your school to carry out visits which may involve entering a pupil's home contact your H&amp;S officer for advice/risk assessment.</li> </ul>	Head teacher		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	Transmission of COVID-19, illness death.	<ul style="list-style-type: none"> <li>• Phone calls are made instead of visits wherever possible.</li> <li>• Social distancing is maintained at all times and staff do not enter pupil's homes.</li> </ul>				
16. Educational visits	<p>Pupils, staff, members of the public.</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>• No overnight or overseas visits take place until government guidance changes.</li> <li>• Visits only take place at this time where 2m social distancing can be maintained from other people at all times.</li> <li>• Early Years: Visit participants are restricted to small groups and are in line with the current government guidelines on the number of people who can meet in outdoor places. (<a href="https://www.gov.uk/guidance/meeting-people-from-outside-your-household-from-4-july">https://www.gov.uk/guidance/meeting-people-from-outside-your-household-from-4-july</a>)</li> <li>• Visits are planned from start to finish (including transport where applicable) to maintain distancing between the group as much as possible, good hygiene practices and regular hand washing (or sanitising if hand washing is not possible).</li> <li>• Supervision ratios are adequate, and pupils are kept in the same groups as within school.</li> <li>• Public transport is not used for outings at this time (consideration should be given to the use of public transport for travel training</li> </ul>	<ul style="list-style-type: none"> <li>• Specific risk assessment to be carried out for each visit and Evolve used to record visits as necessary.</li> <li>• Dynamic risk assessments to be carried out throughout the outing and the outing to be ended if control measures in place to reduce the risk of COVID-19 transmission cannot be effectively implemented.</li> <li>• Consideration to be given to gaining parental consent for all offsite visits at this time</li> <li>• Refer to EV-RA-26 'Off site activities' and school COVID-19 risk assessment.</li> </ul>	<p>Staff EVC/Head teacher</p> <p>Staff</p> <p>Head teacher</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>for SEND pupils and the associated risks associated).</li> <li>Venues/transport providers are checked to ensure they have appropriate arrangements in place for COVID-19. COVID-19 risk assessments are requested from all venues and all transport providers.</li> </ul>				
17. Staff/pupils travelling overseas/returning from overseas travel	<p>Employees, pupils, visitors</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>Staff follow the latest FCO travel advice when travelling/returning from overseas (<a href="https://www.gov.uk/foreign-travel">https://www.gov.uk/foreign-travel</a>).</li> <li>Staff self-isolate for 14 days on their return from a country that is not on the travel corridor list (<a href="https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors">https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Parents/carers are requested to follow FCO travel advice when travelling overseas (<a href="https://www.gov.uk/foreign-travel">https://www.gov.uk/foreign-travel</a>), and quarantine requirements when returning (<a href="https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors">https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors</a>).</li> </ul>	Head teacher/SLT		
18. Lack of communication/information.	<p>Employees, pupils, visitors.</p> <p>Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>EducationGateshead provide daily COVID-19 related bulletins and information on updated guidance.</li> <li>Education Gateshead have regular contact with Public Health re: ongoing guidance and advice which is fed back to schools.</li> <li>Staff have been briefed on Public Health England hand hygiene and general good hygiene practices-</li> <li>Parents/carers of pupils attending school are kept informed of changes to school procedures and expectations during COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to contact <b>Maira Richardson</b> (Gateshead Council Public Health team) on <b>0191 433 3034</b> or <a href="mailto:moirarichardson@gateshead.gov.uk">moirarichardson@gateshead.gov.uk</a> or <b>Emma Gibson</b> on <b>433 2845</b> or <a href="mailto:emmaqibson@gateshead.gov.uk">emmaqibson@gateshead.gov.uk</a> for any public health queries/concerns relating to self-isolation, COVID-19 symptomatic individuals etc..</li> <li>Information, school COVID-19 procedures and roles/responsibilities to be</li> </ul>	SLT		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>18. Lack of communication/ information (continued)</p> <p style="text-align: center;">Page 91</p>		<ul style="list-style-type: none"> <li>School requirements and arrangements whilst on site are clearly explained to all visitors on arrival.</li> <li>All staff (including new/temporary staff) receive any appropriate training as necessary.</li> <li>Risk assessments and method statements for non-Council contractors working on site are checked before work commences to ensure adequate COVID-19 working arrangements are in place.</li> <li>School communicates and co-ordinates with other building users regarding COVID-19.</li> </ul>	<p>clearly communicated with all staff so they are aware of what they need to do and how they need to do it.</p> <ul style="list-style-type: none"> <li>Communicate with any contractors (e.g. Facilities Management, catering staff, cleaning staff, suppliers etc to ensure they are aware of the arrangements to follow on site).</li> <li>Head teacher to keep up to date with daily information bulletin from EducationGateshead and action advice accordingly.</li> <li>Essential COVID-19 related information has been communicated with parents/carers (see Appendix 1):-</li> <li>Parents/carers are kept informed of any changes to procedures/ school concerns regarding parent/carer behaviour.</li> <li>Head teacher to update Steve Horne or Link Inspector if there are concerns or issues that cannot be addressed.</li> </ul>	<p>Head teacher</p> <p>Head teacher</p> <p>Head teacher</p> <p>Head teacher</p> <p>Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
19. Staff absence/ School opening no longer viable due to inadequate staff.	Employees, pupils  Reduced staff: pupil ratio, inadequate supervision, extra pressure on existing staff/families, school unable to safely operate.	<ul style="list-style-type: none"> <li>Head teacher liaises with Steve Horne/Link Inspector if there are issues with staff absence.</li> </ul>	<ul style="list-style-type: none"> <li>Where adequate staffing levels cannot be maintained, all/ part of school provision is closed as necessary.</li> </ul>	Head teacher.		
20. Inadequate first aid arrangements	Employees, pupils, visitors  Exposure to coronavirus (SARS-CoV-2), Transmission of COVID-19, illness death. .	<ul style="list-style-type: none"> <li>First aid risk assessment has been reviewed in line with current operations and available first aiders.</li> <li>Clinically extremely vulnerable and clinically vulnerable employees are not given first aid responsibilities. To be clarified at Occ Health meeting on 07.07.20</li> <li>First aid certificates that expired from 16th March 2020 have been extended up to 30<sup>th</sup> September 2020.</li> <li>Best endeavours are undertaken to have a paediatric first aider on site at all times when</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with Kevin Pearson/ Lorraine Dixon if first aid requirements cannot be met.</li> <li>First aiders whose certificates are currently being extended are to attend face to face training as soon as possible (Available through Services for Schools).</li> </ul>	Head teacher  SLT/staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>pupils aged 2-5 are on site in accordance with government guidance.</p> <p>Where this cannot be met a written risk assessment is in place and a current First Aid at Work first aider or current Emergency Paediatric first aider is on site at all times.</p> <ul style="list-style-type: none"> <li>• First aiders wash their hands before and immediately after administering first aid and undertaking medical procedures.</li> <li>• PPE (single use gloves, single use apron, fluid resistant face mask and eye protection) is worn where administering first aid where there is a risk of being splashed with any body fluid.</li> <li>• Any waste generated including PPE from first aid provision is double bagged and binned.</li> </ul>				
21. Inadequate premises management.	<p>Employees, pupils, visitors.</p> <p>Gas inhalation, carbon monoxide poisoning, smoke inhalation, Legionnaire's disease, lift crush/fall from height injury etc, death.</p>	<ul style="list-style-type: none"> <li>• Staff liaise with H&amp;S team if assistance is required.</li> <li>• All staff are aware of how to evacuate from their designated group areas) in the event of the fire alarm sounding.</li> <li>• Head teacher regularly monitors and reviews the effectiveness of all COVID-19 arrangements in place with SLT/CoG, and if required they are amended as necessary and brought to the attention of all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure equipment and services including gas equipment, fire safety related equipment, water hygiene testing and lifting equipment have been inspected/tested as necessary.</li> <li>• Liaise with Facilities Management regarding outstanding inspections/cyclical maintenance.</li> <li>• Seek advice from the air conditioning engineers whether</li> </ul>	<p>Head teacher</p> <p>SLT</p> <p>Head teacher</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
21. Inadequate premises management (continued).  Page 94			<p>any adjustments are required to the system in line with COVID-19 guidance. If a centralised ventilation system that removes and circulates air to different rooms is in use, it is recommended that the recirculation is turned off so a fresh air supply is used.</p> <ul style="list-style-type: none"> <li>• Fire emergency procedures are reviewed as necessary and a fire drill is carried out shortly after return to school. Consideration is given to additional assembly points, where each group will be located to allow for social distancing and how they will communicate with the Fire Emergency coordinator.</li> </ul>	Head teacher		
22. Alcohol based hand sanitiser	<p>Employees, pupils, visitors</p> <p>Exposure to fire, burns, scalds, smoke inhalation etc.</p>	<ul style="list-style-type: none"> <li>• Sanitiser dispensers are stored away from heat sources, sources of ignition and out of direct sunlight.</li> <li>• Stock to be stored in a fire-resistant cabinet.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are made aware of this.</li> </ul>	SLT		
23. Deliveries into school	<p>Employees, pupils, contractors</p> <p>Exposure to coronavirus (SARS-CoV-2),</p>	<ul style="list-style-type: none"> <li>• Only essential items are ordered.</li> <li>• Personal non-work-related items are not delivered to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Review timings of deliveries involving vehicles in line with new operating hours and use of alternative entrances/exits.</li> <li>• Speak to suppliers prior to delivery to advise them of</li> </ul>	<p>SLT</p> <p>SLT</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	Transmission of COVID-19, illness death, illness death, collision with vehicle.	<ul style="list-style-type: none"> <li>Staff wash their hands before and after handling deliveries.</li> <li>Wherever possible delivery drivers do not enter the school building.</li> <li>Wherever possible deliveries are sanitised prior to use, or stored in a secure location for 72 hours before use.</li> </ul>	<ul style="list-style-type: none"> <li>revised delivery arrangements and expectations on school premises.</li> <li>Consider using non-contact deliveries wherever possible.</li> </ul>	SLT		
24. Home working.	Employees.  Stress, Musculo-skeletal disorders, fatigue.	<ul style="list-style-type: none"> <li>Staff who are deployed to work from home on a longer-term basis complete and return HS52 'H&amp;S checklist' and HS53 'DSE Assessment' to a member of SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Take appropriate action as necessary with regard to any issues raised re: homeworking.</li> </ul>	Head teacher		
25. Anxiety/stress/depression/other mental health conditions.	Employees, pupils.  Anxiety/stress/depression/ other mental health conditions.	<ul style="list-style-type: none"> <li>Staff are encouraged to discuss anxiety or COVID-19 concerns with a member of SLT, or through their H&amp;S representative.</li> <li>Head teachers discuss concerns/anxieties with employees and explains the COVID-19 control measures in place.</li> <li>Head teacher checks staff at regular intervals and provides additional support if required wherever possible.</li> <li>Head teacher liaises with the relevant team if there are unresolved COVID-19 concerns.</li> <li>Link Inspectors check on head teachers at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>All staff are aware of the mental health guidance for employees at:- <a href="https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic">https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic</a>.</li> <li>Head teacher refers employees to Occupational Health for counselling (by telephone) if required. Telephone referrals are available by contacting 0191 433 3273.</li> <li>Staff workloads are monitored by SLT and appropriate action taken as necessary.</li> </ul>	SLT  Head teacher  SLT		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>Employees are kept updated and informed of changes as quickly and clearly as possible.</li> <li>Head teacher is vigilant for uncharacteristic behaviour of staff.</li> <li>Staff are vigilant for uncharacteristic behaviour of pupils and colleagues and provide additional support for pupils where there are anxiety or other mental health concerns .</li> <li>Support and information available from/provided by Education Support Team to help support pupils.</li> <li>Flexible working practices are implemented as much as possible to promote good work/life balance for employees.</li> </ul>	<ul style="list-style-type: none"> <li>SLT discuss and agree changes to staff roles with individual staff members at the earliest opportunity.</li> <li>All staff are fully consulted on the school's COVID-19 risk assessment and planning arrangements for returning to school in September.</li> <li>HS-61 Employee specific work-related stress risk assessment is carried out with members of staff where appropriate.</li> </ul>	<p>SLT/ staff</p> <p>Head teacher/ staff</p> <p>Head teacher</p>		
<p>26. Aerosol generating procedures (AGPs)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886668/COVID-19_Infection_prevention_and_control_guidance_complete.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886668/COVID-19_Infection_prevention_and_control_guidance_complete.pdf</a></p>	<p>Employees, pupils, visitors.</p> <p>Transmission of COVID-19, illness death.</p>	<ul style="list-style-type: none"> <li>Identify and document all AGPs which are being undertaken.</li> <li>Each AGP is risk assessed and the procedure is documented.</li> <li>Staff who carry out any aerosol generating procedure(s) are fully trained in the procedure(s).</li> <li>The medical contact for the procedure is consulted if there are concerns around aerosol generating procedures.</li> </ul>	<ul style="list-style-type: none"> <li>If you are not sure whether a procedure is classed as an aerosol generating procedure confirm with the nominated medical contact for the procedure.</li> <li>The following PPE is worn when undertaking AGPs <ul style="list-style-type: none"> <li>Single use long sleeved gown/coveralls</li> <li>Single use FFP face mask (minimum of FFP3 standard)</li> <li>Single use disposable gloves</li> </ul> </li> </ul>	<p>SLT</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>All PPE used for aerosol generating procedures is disposed of as clinical waste.</li> <li>Clinically vulnerable employees or those living with a clinically vulnerable employee do not carry out aerosol generating procedures.</li> <li>Staff wash their hands before and after carrying out AGPs.</li> </ul>	<ul style="list-style-type: none"> <li>Eye protection (full face shield or visor – single use or decontaminated between use)</li> <li>All staff carrying out aerosol generating procedures receive a face mask face fit test from a competent person.</li> <li>Ensure all staff who carry out AGPs are:-               <ul style="list-style-type: none"> <li>fully trained in the procedures</li> <li>aware of what PPE to wear when carrying out these procedures</li> <li>have completed the following training  <a href="https://www.youtube.com/watch?v=kKz_vNGsNhc&amp;feature=youtu.be">https://www.youtube.com/watch?v=kKz_vNGsNhc&amp;feature=youtu.be</a>  <a href="https://www.youtube.com/watch?v=oUo5O1JmLH0&amp;feature=youtu.be">https://www.youtube.com/watch?v=oUo5O1JmLH0&amp;feature=youtu.be</a> </li> </ul> </li> <li>Keep a record of this training.</li> <li>Provide suitable areas near to where the AGPS take place to put on and take off PPE. Provide a mirror and these posters displayed in that area:-</li> <li>If wearing gowns use these posters:-  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879103/PHE_COVID-">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879103/PHE_COVID-</a> </li> </ul>	<p>SLT</p> <p>Head teacher</p> <p>SLT</p> <p>SLT</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879098/PHE_COVID-19_Donning_gown_version.pdf">19_Donning_quick_guide_gown_version.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879098/PHE_COVID-19_Donning_gown_version.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879098/PHE_COVID-19_Donning_gown_version.pdf</a></p> <ul style="list-style-type: none"> <li>If wearing coveralls use these posters:-  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879101/PHE_Donning_coveralls_guidance_instruction_sheet.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879101/PHE_Donning_coveralls_guidance_instruction_sheet.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879104/PHE_COVID-19_Doffing_quick_guide_gown_version.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879104/PHE_COVID-19_Doffing_quick_guide_gown_version.pdf</a></li> </ul> <ul style="list-style-type: none"> <li>A stock of PPE is available for use at all times. PPE can be ordered through <a href="http://www.gateshead.gov.uk/PPE">www.gateshead.gov.uk/PPE</a> or your own supplier. If there are concerns about supply contact Corporate Procurement</li> <li>BAME staff do not undertake aerosol generating procedures.</li> <li>When aerosol generating procedures are taking place BAME staff leave the area for</li> </ul>	<p>SLT</p> <p>SLT</p> <p>Head teacher</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			at least 20 minutes after the AGP has been carried out. <ul style="list-style-type: none"> <li>If BAME staff have to be in an area where AGPs are being carried out they should wear an FFP3 face mask for at least 20 minutes.</li> </ul>	Staff		

**N.B.** Risk Assessment is Continuous Process – Significant Changes to the Work Activity Require a Review of the Assessment

### Appendix 1 : Suggested information to be communicated to parents/carers

Please note this list is not exhaustive.

Parents/carers should be informed of the following where applicable: -

- NHS Test and Trace requirements (section 10)
- Not to enter the school setting if they are exhibiting symptoms of COVID-19 or should be self-isolating.
- To ensure their child does not attend school if they are exhibiting symptoms of COVID-19 or should be self-isolating
- To inform the school if their child/anyone in the household has symptoms of COVID-19.
- That they need to be ready and willing to book a COVID-19 test if their child/anyone in the household develops symptoms of COVID-19.
- To inform the school of the results of any COVID-19 testing within the household.
- Government advice on the use of public transport <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
- To ensure that their child only brings essential items from home (if this includes toys these should be cleanable).

Commented [HT7]: Public Health to confirm

- Behaviour policy and expectations for pupils in relation to COVID-19.
- Not to enter the school premises without a pre-arranged appointment, and to follow school procedures whilst on site.
- To ensure that their child does not wear a face covering on school premises.
- Expectations for school drop off/collection including:-
  - Not to gather and to maintain social distancing at all times.
  - The drop off and collection times for their pupil and how to do this (which entrance to use and where to stand etc).
  - To park considerately outside school and maintain social distancing at all times including staying in their vehicle until their pupil's allotted pick up/drop off time.
  - To ensure that only 1 parent/carer attends school if the pupil needs accompanying.
- Any additional school procedures they need to follow.

**TITLE OF REPORT:** Children's Social Care Services Response to Covid19  
**REPORT OF:** Caroline O'Neil, Strategic Director – Children, Adults and Families

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## Summary

This report provides a summary of the actions taken by Gateshead Children Social Care Service in response to Covid19 and the response to managing safeguarding and supporting vulnerable children.

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## Background

1. As a result of the Covid19 pandemic, and the national lockdown, which was put in place on 23 March 2020, local authorities needed to rethink how they continued to operate and provide for those most in need of care, support and protection.
2. Initially this was a very difficult challenge for all local authorities and Gateshead was no exception given the speed at which the country moved into a lockdown position to try and contain the risk of infection and spread of the virus.
3. National and regional guidance was sought in the immediate aftermath of the lockdown and the DfE issued Coronavirus (COVID-19): guidance for children's social care services document. This enabled Gateshead to consider changes to how child protection and care services were delivered, in the event of staffing pressures i.e. shielding and self-isolation and complying with social distancing requirements.
4. The government has indicated that subject to consultation, the vast majority of the flexibilities they provide will expire on 25 September 2020 other than provisions relating to virtual visits, inspections and the timing of medical reports in the fostering and adoption processes.
5. The Gateshead Response
  - Council produced risk assessments put in place for all Children's Homes to identify and manage responses to potential Covid19 risks (Appendices 1 and 2).
  - Council produced risk assessments put in place for all contact and visits between children social care staff and children/families (Appendices 3 and 4).

- Grove House, short break care home for children and young people with disabilities – remained open with a reduced number of children in receipt of overnight care at any one time.
- Fostering panels moved to virtual to facilitate panel attendance and be compliant with regulatory requirements.
- Following Court closures in March and reopening from June, all children in care proceeding were RAG rated and prioritisation given to when court work could be issued, and hearings reinstated.
- Performance data trackers developed to track and monitor all children deemed vulnerable and ensure those children who are at highest risk are seen, supported and protected (Appendix 5).
- Regional Senior Leadership local authority meetings held to discuss and review changes in demand and determine local responses to the pandemic (Appendix 6).
- Staff redeployed from wider Children Social Care Services and Early Help Services into Children’s Homes to ensure and provide staffing resilience.
- Review of recruitment and progression processes to ensure that any staffing vacancies and absences can be covered speedily and with suitability qualified/experienced staff.
- Realignment of business support services to support remote working arrangements across the service.
- All staff provided with suitable IT equipment to support remote working, virtual meetings and visiting requirements.
- Flexible working arrangements, including out of hours cover for specialist teams such as the Domestic Abuse Service and fostering services, to ensure that responses can be timely and meet demand.
- A core group of senior managers remain in the Civic Centre to respond to emergency/crisis situations. A weekly senior management meeting is held and routinely includes representatives from Finance, HR, Health and Safety, to discuss the practicalities of delivering services during a pandemic.
- Children Social Care are producing a recovery plan that will support staff as we move through the reducing restrictions and changes in regulatory guidance.
- The Council’s Social Care and Education Teams worked together to identify those children that would most benefit from returning to school. Approximately 70% of the identified pupils returned to school.
- Team Managers and their Service Managers meet every week, via teams and/or in person.
- As the lockdown restrictions lift, guidance has been issued and arrangements put in place for the reintroduction of family time, allowing those children who are in foster care, to have safe contact with their birth parents and siblings (Appendix 7).

## Recommendations

6. OSC is asked to note the contents of the report.

# Grove House Management During COVID 19 Risk Assessment

## Service and location

Children's Services

## Work activity:

Grove House Management During COVID 19

## Date of assessment

15<sup>th</sup> April 2020

## Review Date

Reviewed 26.06.20.  
Reviewed 21.07.20.  
Reviewed 14.08.20.

## Name of Assessor and position

Lorraine Dixon (Heath and Safety Officer)

## Approved by (Service Manager)

Jill Little

## Consultation

Caroline O'Neill, Andrea Houlahan, Jill Little, Procurement and Unions

## Reference Number

This risk assessment must be regularly reviewed and updated as necessary in line with government guidance. The reviewed risk assessment must be shared with all staff, including any relevant updated guidance to support the risk assessment. This risk assessment is specific to COVID 19 and must be used in conjunction with other relevant risk assessments.

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
1.COVID 19 transmission to vulnerable employees and service users	<p>Staff, service users - exposure to COVID 19 leading to serious infection and possible death.</p> <p>Main health conditions considered in the guidance are:</p> <ul style="list-style-type: none"> <li>➤ Chronic long-term respiratory disease – asthma/ COPD /</li> </ul>	<ul style="list-style-type: none"> <li>• Those who are in vulnerable groups to follow Corporate guidance. Please refer to attached weblink: <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a> (amended 29.06.20).</li> <li>• Vulnerable workers have been identified and asked to work from home where possible.</li> <li>• Vulnerable employees who cannot work from home can return to work based on the outcome of an individual risk assessment. Individual risk</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to ensure that management are aware of any pre-existing health conditions that mean they are more susceptible to COVID 19</li> <li>• Corporate advice on self-isolation to be followed <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a></li> <li>• Staff who are vulnerable should be advised to follow government social distancing and medical advice.</li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	<p>emphysema / bronchitis</p> <ul style="list-style-type: none"> <li>➤ Chronic heart/kidney disease/ liver disease</li> <li>➤ Chronic neurological conditions</li> <li>➤ Spleen problems</li> <li>➤ Weakened Immune System</li> <li>➤ Seriously overweight (over 40 BMI)</li> <li>➤ Pregnant employees</li> </ul>	<p>assessments are completed using the template risk assessment form CSG-HS-15 Clinically Vulnerable Employee Risk Assessment</p> <p><a href="https://intranet.gateshead.gov.uk/media/20161/CSG-RA-15-Clinically-Vulnerable-Employee-Risk-Assessment/doc/CSG-RA-15_Clinically_Vulnerable_Employee_Risk_Assessment.docx?m=637286716255130000">https://intranet.gateshead.gov.uk/media/20161/CSG-RA-15-Clinically-Vulnerable-Employee-Risk-Assessment/doc/CSG-RA-15_Clinically_Vulnerable_Employee_Risk_Assessment.docx?m=637286716255130000</a> (amended 26.06.20).</p> <ul style="list-style-type: none"> <li>• Where required, referrals for clinically vulnerable employees are made to the Occupational Health Unit. (amended 26.06.20)</li> <li>• All staff are aware of the NHS Track and Trace guidance and how it works <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be made aware of the guidance on self-isolating if they are displaying symptoms as identified by Public Health England:</li> <li>• New continuous cough</li> <li>• High temperature</li> <li>• Loss of or change in your normal sense of smell or taste (anosmia)</li> <li>• Staff to be reminded to inform their manager if they are symptomatic or diagnosed with COVID 19 as confirmed by a positive test result.</li> <li>• Manager to complete <a href="#">HSB11 COVID 19 Investigation Form</a> if an employee confirms that they are COVID 19 positive and have not worked solely at home for the previous 14 days. A copy must be sent to the Health and Safety Team within 5 working days and where applicable a H&amp;S Officer will report to the HSE any case that meets the</li> </ul>	<p>Staff</p> <p>Staff and manager</p> <p>Staff, manager and H&amp;S Team</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<p>HSE's RIDDOR reporting criteria.</p> <ul style="list-style-type: none"> <li>Cases also of both confirmed and suspected cases for employees and service users to be reported by manager directly to the <b>Health Protection Team on 0300 303 8596 – option 1</b> and Gateshead Public Health on <b>0191 433 2914</b>. Follow any guidance that they provided.</li> <li>Staff to be aware of possibility of COVID 19 related symptoms in service users</li> <li>Staff to inform Jill Little if someone at Grove House has or is suspected of having COVID 19.</li> </ul>	<p>Staff and manager</p> <p>Manager, staff</p> <p>Manager, staff and Jill Little</p>		
2. Infection control	<p>Staff, service users</p> <p>Exposure to COVID 19 leading to serious infection and possible death.</p>	<ul style="list-style-type: none"> <li>Staff briefed on good hand and respiratory hygiene practices to adopt as per the latest Public Health England guidance, e.g. <i>hand washing, avoidance of shaking hands, cleaning equipment that others might have touched, sneezing into tissues and binning and keeping a 2m social distance.</i></li> <li>Hygiene practices are extended to include washing of forearms.</li> </ul>				

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>Thorough drying occurs after washing.</p> <ul style="list-style-type: none"> <li>• Touching your eyes, nose, mouth or face is avoided, especially with unwashed hands. Staff support service users with good hand and respiratory hygiene practice throughout their stay.</li> <li>• Only essential visitors are allowed to visit, (e.g social workers). Essential visitors must be agreed with senior management. Visitors to maintain 2m social distancing and to wash their hands with soap and water on arrival at the service. If possible, use video conferencing, telephone calls, Microsoft Teams as alternatives for meetings.</li> </ul> <p>Grove House is kept well ventilated</p>				
3.Attendance of service user(s) at Grove Houseshoudl	Staff, service users  Exposure to COVID 19 leading to serious infection and possible death.	<ul style="list-style-type: none"> <li>• 24 hours prior to a service user attending the service, parents/carer contacted to ensure that service user or any household member does not have symptoms that suggest infection of COVID 19. If service user has symptoms, then they must not attend the service.</li> <li>• When service user arrives, check made with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to inform parent/carer as soon as service user is identified as potentially having COVID 19</li> <li>• Jill Little to be informed if any service user or staff member are exhibiting symptoms of COVID 19.</li> <li>• PPE stocks to be maintained.</li> </ul>	Staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>that the service user or any household member has not developed any symptom relating to COVID 19. If they have, then the service user will not attend the service.</p> <ul style="list-style-type: none"> <li>• Service user's hands washed thoroughly with soap and water when they arrive at the service. Assist service user as necessary with hand washing.</li> <li>• Hand sanitiser with a minimum of 60% alcohol is available for use, but does not replace handwashing for at least 20 seconds.</li> <li>• Service users to be supported with 2m social distancing.</li> <li>• Service users do not share personal devices or equipment with other service users.</li> <li>• If a service user develops COVID 19 symptoms while at the service, then staff that are supporting the service user use personal protective equipment (PPE) – fluid repellent mask (type IIR as a minimum), gloves and aprons. As far as possible, the service user will be assisted to self-isolate in a single room, until they can be collected by a parent or carer. If the service user needs to be driven home,</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there are adequate supplies of cleaning agents, equipment, disinfectant, soap and hand sanitisers. (Disinfectant to be used to clean areas or items that may have been in contact with someone who has been confirmed as having or is suspected of having COVID 19).</li> </ul>	Manager		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>then the least number of staff required will be used to drive the service user home, so that less staff need to self-isolate.</p> <ul style="list-style-type: none"> <li>• If staff develop symptoms of COVID 19, <b>regardless of swab test result</b>, they will self-isolate for 10 days and continue to self-isolate in accordance with Corporate guidance <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a> (amended 30.07.20).</li> <li>• All areas that the COVID 19 suspected or positive person has or may have come into contact with will be thoroughly cleaned with detergent, followed by disinfectant.</li> <li>• Items used for cleaning, such as cloths and mop heads will be treated as single use items and disposed by double bagging, if possible marked with date and time, storing securely for 72 hours and then transferring to the household waste bins.</li> <li>• PPE such as face masks, gloves and aprons, will be disposed of as single use items. Items for disposal will be double bagged, if possible marked with date and time, stored securely for 72 hours and then disposed of as household waste.</li> </ul>				

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>3. Cleaning, waste disposal and laundry</p>	<p>Staff, service users</p> <p>Exposure to COVID 19 leading to serious infection and possible death.</p>	<ul style="list-style-type: none"> <li>• Cleaning with household products is undertaken regularly, with particular attention to be paid to frequently touched areas, for example, door handles, bannisters, tables and the TV remote control.</li> <li>• All areas that the COVID 19 positive person has or may have come into contact with will be thoroughly cleaned with detergent, followed by disinfectant.</li> </ul>	<ul style="list-style-type: none"> <li>• Laundry from a COVID 19 infected person (or someone suspected of being infected with COVID 19) must not be: <ul style="list-style-type: none"> <li>➤ Shaken, sorted or pre-rinsed</li> <li>➤ Placed on the floor, table-top or other surface</li> <li>➤ Put into an overfilled laundry basket</li> </ul> </li> <li>• Put directly into the washing machine. Laundry basket to be cleaned with disinfectant after use.</li> <li>• Laundry to be washed at the warmest water setting temperature the laundry will tolerate if they have been in contact with a COVID 19 infected person.</li> <li>• Completely dry laundry. Use tumble drier at highest setting that the laundry will allow.</li> <li>• Clean and disinfect anything used to transport the laundry with household products.</li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p>		



What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
Page 111			<p><b>Example:</b> For a 10l bucket half filled (i.e. 5l) around two measuring caps that are supplied for liquid clothes detergents (they're usually 50-60 ml)</p> <ul style="list-style-type: none"> <li>• Splashes avoided when spray cleaning.</li> <li>• Items that cannot be cleaned with detergents/disinfectants or laundered to be steam cleaned (e.g. mattresses and upholstery).</li> <li>• Items that are heavily soiled with body fluids and cannot be adequately cleaned must be suitably disposed of.</li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff</p>		
4. Travel	<p>Staff, service users</p> <p>Exposure to COVID 19 leading to serious infection and possible death</p>	<ul style="list-style-type: none"> <li>• If colleagues or others must travel in the same vehicle, consideration is given to whether a larger vehicle can be used, for example, a seven-seater vehicle or minibus.</li> <li>• If there is more than one person in the vehicle they try not to face each other.</li> <li>• Where there is more than one person in the vehicle, windows are opened to allow for ventilation</li> <li>• If it is necessary to travel with a colleague or service user, they sit in the back of the vehicle on</li> </ul>	<ul style="list-style-type: none"> <li>• Hand sanitiser (minimum 60% alcohol) to be kept in the vehicle.</li> <li>• Spare PPE and cleaning products are stored securely in the vehicle to ensure a supply is always on hand.</li> </ul>	<p>Staff</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>opposite side to driver to maintain as close as possible to 2m social distancing.</p> <ul style="list-style-type: none"> <li>Disinfect keys and other areas within the vehicle that provide regular contact points if a person with or suspected of having COVID 19 has been in the vehicle, otherwise clean with household cleaning products</li> <li>Journeys are planned to take the shortest time, so that time in the vehicles (confined environment) is reduced.</li> </ul>				
5. Community Outings	<p>Staff, service users</p> <p>Exposure to COVID 19 leading to serious infection and possible death through time spent in the community.</p>	<ul style="list-style-type: none"> <li>Staff and service users can visit parks, have picnics, use outdoor sports facilities such as tennis courts and undertake other outdoor pursuits so long as 2m social distancing is maintained. (No contact sports to occur).</li> <li>Community outings avoid use of public transport</li> <li>Community outings can cover any distance and duration, so long as an overnight stay is not required</li> <li>Community outings are risk assessed and ensure that adequate supervision is in place, that 2m social distancing can be maintained and that there is access to handwashing facilities or minimum of 60% alcohol based hand sanitiser</li> </ul>				

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>Section regarding travelling in a vehicle is followed.</li> <li>Staff will carry spare PPE in case personal care is required while away from Grove House.</li> <li>To prevent boredom and the risk of challenging behaviour developing and putting staff at risk, staff have a range of activities to do indoors.</li> </ul>				
<p>6. Personal Care</p> <p style="text-align: center;">Page 113</p>	<p>Employees, service user(s)</p> <p>Infection from COVID 19 during personal care due to a need to breach 2m social distancing rule</p>	<ul style="list-style-type: none"> <li>Personal care to be undertaken in designated areas, using personal protective equipment in accordance with usual risk assessment</li> <li>PPE is stored in a suitable area (added 14.08.20).</li> <li>A mirror is available to assist with donning and doffing (added 14.08.20).</li> <li>Only fluid resistant type IIR masks are used or a higher standard if these are unavailable (added 14.08.20). <ul style="list-style-type: none"> <li>Council arrangements in place to liaise with Corporate Procurement re: PPE stock levels. PPE will be prioritised on clinical need.</li> </ul> </li> <li>Lack of PPE is reported immediately to the line manager</li> <li>Items that are heavily contaminated with body fluids are disposed of as</li> </ul>	<ul style="list-style-type: none"> <li>All staff that are supporting the service must be given training in use of PPE.</li> <li>Staff to be provided with appropriate PPE. Appropriate PPE to be used in the event of having to work in close proximity (within 2m) to someone who has or is suspected of having COVID 19 or for cleaning of potentially COVID 19 contaminated areas or undertaking laundry to include disposable gloves, aprons and fluid resistant face masks. Eye protection (e.g. goggles or a face visor) to be worn if there is a risk of body fluids entering the eye, e.g. due to spitting, coughing or vomiting. (Glasses are not an alternative to suitable eye protection).</li> <li>If your eye protection is reusable you should check and follow the</li> </ul>	<p>Manager</p> <p>Staff and manager</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>single use items in line with waste disposal requirements.</p> <ul style="list-style-type: none"> <li>PPE disposed of by double bagging, if possible mark with date and time, store securely for 72 hours and then dispose with the household waste.</li> <li>All staff that are supporting the service have been given training in use (donning and doffing) of PPE. <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w">https://www.youtube.com/watch?v=-GncQ_ed-9w</a></li> <li>Manager monitors that staff use PPE, particularly face masks correctly. Hands and forearms are washed before and after donning and doffing PPE (amended 04.08.20).</li> </ul>	<p>manufacturer's instructions on how to clean and disinfect between uses. As a minimum, between uses, you should clean with a neutral detergent wipe, allow to dry, disinfect with a 70% alcohol wipe and leave to dry; or use a single step detergent/disinfectant wipe, allowing the item to dry afterwards. You should store eye protection in a bag to avoid possible contamination after cleaning and disinfection is complete. Do not put eye protection on until it is completely dry. Cleaning of re-usable PPE items that have been provided to you is your responsibility.</p> <ul style="list-style-type: none"> <li>Staff to be hydrated, hair tied back and no watches, jewellery or false nails used when using PPE</li> <li>Display guidance on donning (putting on) and doffing (taking of) PPE</li> <li>Staff to inform manager if there has been a breach in use of PPE, for example, using incorrect PPE while delivering personal care. Discuss with H&amp;S Officer to</li> </ul>	<p>Staff</p> <p>Manager</p> <p>Manager, staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			determine if a HS20 needs to be completed (added 14.08.20).			
7. Challenging Behaviour	Staff, service users  A service user's behaviour may change if they feel unwell or frustrated and could lead to an increase in aggression and potentially a violent episode.	<ul style="list-style-type: none"> <li>Staff are aware of changes in behaviour in service users that may suggest anxiety due to the COVID 19 crisis, (for example, due to the reduction in social interaction) and address appropriately by using vigilance and where necessary de-escalation techniques.</li> <li>Staff are aware that autistic children may find it difficult to communicate physical symptoms and emotions.</li> <li>A behaviour support plan is in place that indicates triggers and intervention strategies. All staff are aware of this.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be aware of guidance at:</li> <li><a href="https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/">https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/</a></li> <li><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876989/Easy_read_looking_after_your_feelings_and_body.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876989/Easy_read_looking_after_your_feelings_and_body.pdf</a></li> <li><a href="https://www.autism.org.uk/about/behaviour/anxiety.aspx">https://www.autism.org.uk/about/behaviour/anxiety.aspx</a></li> <li>Autism Helpline 0808 800 4104</li> </ul>	Manager		
8. Staff shortages	Staff, service users, family – inadequate staffing levels may lead to pressure with running the service and supporting young people adequately	Staff sickness absence to be monitored	<ul style="list-style-type: none"> <li>Service to liaise with Jill Little if staff shortage becomes an issue.</li> <li>Consideration to be given to allowing staff to carry forward annual leave or using staff from other service areas. (Staff from other</li> </ul>	Manager and Jill Little  Manager, Jill Little		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			service areas to be adequately trained).			
9. Mental Health	<p>Employees</p> <p>Anxiety created due to the COVID 19 situation may affect the mental health of employees.</p>	<ul style="list-style-type: none"> <li>Staff to discuss anxiety or concerns relating to COVID 19 with their line manager. Employees to be vigilant of uncharacteristic behaviour in colleagues that may indicate deteriorating mental health.</li> <li>All employees who manage staff check on them at regular intervals and provide additional support if required wherever possible.</li> <li>Staff are kept updated and informed of changes as quickly and clearly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Managers and staff to be aware of mental health guidance for employees: <a href="https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic">https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic</a></li> <li>Manager and staff to be aware of their own mental health</li> <li>Referrals to be made to Occupational Health if telephone counselling is required – contact 0191 433 3273.</li> <li>Senior/Team management to ensure that Grove House manager is kept informed of relevant changes, information, procedures, instructions and training. Grove House manager to relay these to employees. (Added 14.08.20).</li> </ul>	<p>Manager and staff</p> <p>Manager and staff</p> <p>Manager</p> <p>Jill Little, Andrea Houlahan</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
10. Use of alcohol based hand-sanitisers	Employees, guests, visitors  Risk of fire, burns, smoke inhalation	<ul style="list-style-type: none"> <li>Alcohol based hand sanitiser is not stored or positioned near heat sources, direct sunlight or sources of ignition</li> <li>Stock stored in accordance with manufacturer or supplier's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Manager to ensure that staff are aware of storage arrangements, including when used in vehicles.</li> </ul>	Manager and staff		
11. Deliveries	Employees	Where possible, deliveries are sanitised or stored securely for 72 hours before use.				
12. Essential visitors	Employees, guests and visitors.  People may contract COVID 19, become seriously unwell and die from the infection.	<ul style="list-style-type: none"> <li>Only essential visitors are allowed such as maintenance contractors. Visitor checklist to be completed – <a href="#">HSB12 Contractor and Visitor Questionnaire and Guidance</a>.</li> <li>Visitors to sanitise hands, social distance and avoid contact with staff and guests.</li> </ul>	Visitor checklist to be completed.			

**N.B.** Risk Assessment is Continuous Process – Significant Changes to the Work Activity Require a Review of the Assessment

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# Blaydon Childrens' Home, Longside House and Kites Rise Management During COVID

<b>Service and location</b> Children's Services	<b>Work activity:</b> Kites Rise, Blaydon and Longside House Children's Home Management During COVID 19	<b>Date of assessment</b> 7 <sup>th</sup> May 2020	<b>Review Date</b> Reviewed 24.06.20. Reviewed 21.07.20. Reviewed 19.08.20.
<b>Name of Assessor and position</b> Lorraine Dixon (Heath and Safety Officer)	<b>Approved by (Service Manager)</b> Jill Little	<b>Consultation</b> Caroline O'Neill, Andrea Houlahan, Jill Little, Procurement and Unions	<b>Reference Number</b>

**This risk assessment must be regularly reviewed and updated as necessary in line with government guidance. The reviewed risk assessment must be shared with all staff, including any relevant updated guidance to support the risk assessment. This risk assessment is specific to COVID 19 and must be used in conjunction with other relevant risk assessments.**

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
1. Transmission of COVID 19 virus to employees or young people	Staff, young people - exposure to COVID 19 leading to serious infection and possible death.  Main health conditions considered in the guidance are: ➤ Chronic long-term respiratory disease – asthma/ COPD / emphysema / bronchitis	<ul style="list-style-type: none"> <li>Those who are in vulnerable groups to follow Corporate guidance. Please refer to attached weblink: <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a> (amended 29.06.20)</li> <li>Vulnerable workers have been identified and asked to work from home where possible.</li> <li>Vulnerable employees who cannot work from home can return to work based on the outcome of an individual risk assessment. Individual risk assessments are completed using the template risk</li> </ul>	<ul style="list-style-type: none"> <li>Staff to ensure that management are aware of any pre-existing health conditions that mean they are more susceptible to COVID 19.</li> <li>Staff who are vulnerable should be advised to follow social distancing and medical advice.</li> <li>Staff to be made aware of the Corporate guidance on self-isolating if they are displaying symptoms of COVID 19. <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a></li> </ul>	Staff  Staff  Staff and manager		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	<ul style="list-style-type: none"> <li>➤ Chronic heart/kidney disease/ liver disease</li> <li>➤ Chronic neurological conditions</li> <li>➤ Spleen problems</li> <li>➤ Weakened Immune System</li> <li>➤ Seriously overweight (over 40 BMI)</li> <li>➤ Pregnant employees</li> </ul>	<p>assessment form CSG-HS-15 Clinically Vulnerable Employee Risk Assessment  <a href="https://intranet.gateshead.gov.uk/media/20161/CSG-RA-15-Clinically-Vulnerable-Employee-Risk-Assessment/doc/CSG-RA-15_Clinically_Vulnerable_Employee_Risk_Assessment.docx?m=637286716255130000">https://intranet.gateshead.gov.uk/media/20161/CSG-RA-15-Clinically-Vulnerable-Employee-Risk-Assessment/doc/CSG-RA-15_Clinically_Vulnerable_Employee_Risk_Assessment.docx?m=637286716255130000</a>  (amended 26.06.20).</p> <ul style="list-style-type: none"> <li>• Where identified, referrals for clinically vulnerable employees are made to the Occupational Health Unit. (Amended 26.06.20).</li> <li>• All staff are aware of the NHS Track and Trace guidance and how it works  <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></li> <li>• Staff and young persons have been briefed on good hand and respiratory hygiene practices to adopt as per the latest Public Health England guidance, e.g. <i>hand washing, avoidance of shaking hands, cleaning equipment that others might have touched, sneezing into tissues and binning and keeping a 2m social distance.</i></li> <li>• Touching your eyes, nose, mouth or face is avoided, especially with unwashed</li> </ul>	<p><a href="https://www.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">v.uk/article/15052/HR-Coronavirus-advice</a></p> <ul style="list-style-type: none"> <li>• A new continuous cough</li> <li>• High temperature</li> <li>• Loss of or change in your normal sense of smell or taste (anosmia)</li> <li>• Corporate advice on self-isolation to be followed  <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a></li> <li>• Staff to be reminded to inform their manager if they are symptomatic or are diagnosed with COVID 19 as confirmed by a positive test result.</li> <li>• Manager to complete <a href="#">HSB11 COVID 19 Investigation Form</a> if an employee confirms that they are COVID 19 positive and have not worked solely at home for the previous 14 days. A copy must be sent to the Health and Safety Team within 5 working days and where applicable a H&amp;S Officer will report to the HSE any case that meets the</li> </ul>	<p>Staff and manager</p> <p>Staff</p> <p>Manager, Staff, Occupational Health and H&amp;S Team</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>hands. Staff support young persons with good hygiene practice.</p> <ul style="list-style-type: none"> <li>Only essential visitors are allowed to visit, (e.g social workers). Essential visitors must be agreed with senior management. Visitors to maintain 2m social distancing and to wash their hands with soap and water on arrival at the service. Essential visitors do not include young person's friends and they should not be admitted to the property. Contact with family and friends, where agreed, to be made by telephone, video link or other electronic communication means.</li> <li>Children's home is kept well ventilated</li> <li>Young people are reminded of the risks associated with failing to observe social distancing.</li> <li>Staff recognise that the young people may be anxious about the COVID 19 situation and the disruption it causes to their daily routine. Support mechanisms are put in place and reviews of plans are done to take this into account.</li> </ul>	<p>HSE's RIDDOR reporting criteria.</p> <ul style="list-style-type: none"> <li>Cases for both employees and young persons also to be reported by manager directly to the Health Protection Team on <b>0300 303 8596 – option 1</b> and Public Health Gateshead on <b>0191 433 2914</b>.</li> <li>Staff to be aware of possibility of COVID 19 related symptoms in young persons</li> <li>If a young person develops symptoms of COVID 19, staff can continue to enter and leave the home as required. However, consistent staff rotas should be used where possible and staff should follow infection control procedures</li> <li>Staff to inform Jill Little if someone at the Children's Home has or is suspected of having COVID 19. Cases to be reported to the Health Protection Team on <b>0300 303 8596 – option 1</b> and Public Health on <b>0191 433 2914</b>.</li> <li>Incentives/rewards and consequences are used to</li> </ul>	<p>Manager</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff, Jill Little</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<p>motivate young people to follow rules on 2m social distancing.</p> <ul style="list-style-type: none"> <li>• Consideration given to not providing young people with money that may lead to them wanting to go out to spend it. Alternatives could be putting money directly into a savings account, topping-up mobile 'phone, encouraging 'virtual socialising' – e.g. through face-time or allowing online shopping.</li> <li>• Consideration to be given to police involvement if social distancing/Public Health guidance is not observed. However, this needs to be balanced with how young person might react to this intervention – e.g. aggression. Before contacting police, discuss the situation with Jill Little and/or social worker.</li> <li>• Consideration to be given to whether the young person is responsible enough to be allowed to go out for exercise with a member of staff. This must be agreed with a senior manager. This must not be allowed if it would cause friction with other young persons or there is a chance that the young</li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff, senior managers</p>		



What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<ul style="list-style-type: none"> <li>• A decision to make a temporary placement for a young person, should be done with the consent of the young person and other professionals involved in their care and be reviewed as necessary.</li> <li>• If a symptomatic young person refuses to self-isolate or follow any Public Health guidance, then consideration should be given, as a last resort, to seeking advice from Public Health, who under the Coronavirus Act, 2020, have powers to impose restrictions on potentially infectious people. The local Health Protection Team should be informed of the decision too. They can be contacted on 0300 303 8596 – option 1. Prior to considering this intervention, every effort must be made to engage with the young person on this issue. If the issue is persistent, then discussion should occur with the placing authority to deter the young person from leaving the home for reasons that go against Public Health advice. Restraint should not be used to enforce compliance with social</li> </ul>	<p>Manager, Jill Little, other professionals, young person</p> <p>Manager, Jill Little, Public Health, Andrea Houlahan</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
Page 125			<p>distancing, except as a last resort and as part of an agreed multi-disciplinary plan. Reasons for restraint could be to prevent injury or harm to the young person, others or the property (e.g. self-harm and exploitation).</p> <ul style="list-style-type: none"> <li>Regulation 20 of the Children’s Homes (England) Regs., 2015 has been amended to read, “where it is agreed that restrictions on a child’s movements amount to a deprivation of liberty, this can be enforced temporarily where Public Health Officer powers under the Coronavirus Act, 2020 (including a requirement for a person to remain in a specified place or to remain isolated) are being exercised”. This decision must be recorded and carefully monitored by the placing authority in accordance with the requirements to keep records in accordance with regulation 35(3) of the Children’s Homes (England) Regs., 2015. These powers only apply where a child has COVID 19 symptoms.</li> </ul>	<p>Manager, Jill Little, Andrea Houlahan, Public Health</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<ul style="list-style-type: none"> <li>All staff that are supporting the service must be given training in use of PPE.</li> <li>Staff to be provided with appropriate PPE. Appropriate PPE to be used in the event of having to work in close proximity (within 2m) to someone who has or is suspected of having COVID 19 or for cleaning of potentially COVID 19 contaminated areas or undertaking laundry to include disposable gloves, aprons and fluid repellent (Type 2 – IIR or higher standard) face masks. Eye protection (e.g. goggles or a face visor) to be worn if there is a risk of body fluids entering the eye, e.g. due to spitting, coughing or vomiting. (Glasses are not an alternative to suitable eye protection, such as safety spectacles).</li> <li>If your eye protection is reusable you should check and follow the manufacturer’s instructions on how to clean and disinfect between uses. As a minimum, between uses, you should clean with a neutral detergent wipe, allow to dry, disinfect with a 70%</li> </ul>	<p>Manager and Staff</p> <p>Manager, Senior Management, Staff</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<p>alcohol wipe and leave to dry; or use a single step detergent/disinfectant wipe, allowing the item to dry afterwards. You should store eye protection in a bag to avoid possible contamination after cleaning and disinfection is complete. Do not put eye protection on until it is completely dry. Cleaning of re-usable PPE items that have been provided to you is your responsibility.</p> <ul style="list-style-type: none"> <li>• Meals to be left/collected from outside the young person's room door. Separate crockery and cutlery to be used.</li> <li>• Dishwasher to be used for COVID 19 infected person's crockery and cutlery. If the dishwasher is not working, then wash-up thoroughly with warm soap and water and dry items completely. A separate tea-towel to be used.</li> <li>• Separate bathroom and towels to be used by young person that has or is suspected of having COVID 19. Contact surfaces in bathroom to be disinfected every time infected young</li> </ul>	<p>Staff, young persons</p> <p>Staff</p> <p>Staff, young people</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<p>person uses it. (This will apply to other areas of the home too).</p> <ul style="list-style-type: none"> <li>Food and other essential items to be delivered to the home where possible.</li> </ul>	Manager and staff		
<p>3. Cleaning and waste disposal where COVID 19 is confirmed or suspected.</p> <p style="text-align: center;">Page 128</p>	<p>Staff and young persons - exposure to COVID 19 leading to serious infection and possible death.</p>	<ul style="list-style-type: none"> <li>Cleaning with household products is undertaken regularly, with particular attention to be paid to frequently touched areas, for example, door handles, bannisters, tables and the TV remote control.</li> <li>All areas that the COVID 19 positive person has or may have come into contact with will be thoroughly cleaned with detergent, followed by disinfectant.</li> </ul>	<ul style="list-style-type: none"> <li>Laundry from a COVID 19 infected person (or someone suspected of being infected with COVID 19) must not be shaken but put directly into the washing machine. Laundry basket to be cleaned with disinfectant after use.</li> <li>Clothes and other items to be laundered at the warmest water setting temperature the clothing will tolerate if they have been in contact with a COVID 19 infected person. Do not shake laundry before washing.</li> <li>Completely dry laundry.</li> <li>Clean and disinfect anything used to transport the laundry with household products.</li> <li>Dispose of waste such as PPE, mop heads, cloths, tissues or the like by double bagging, if possible mark</li> </ul>	<p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>Staff</p>		



What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
Page 30 4. Use of Transport			<ul style="list-style-type: none"> <li>Splashes to be avoided when spray cleaning.</li> <li>Items that cannot be cleaned with detergents/disinfectants or laundered to be steam cleaned (e.g. mattresses and upholstery).</li> <li>Items that are heavily soiled with body fluids and cannot be adequately cleaned must be suitably disposed of.</li> </ul>	Staff  Staff  Staff		
	Staff - exposure to COVID 19 leading to serious infection and possible death.	<ul style="list-style-type: none"> <li>If colleagues or others must travel in the same vehicle, consideration is given to whether a larger vehicle can be used, for example, a seven-seater vehicle.</li> <li>If it is necessary to travel (e.g. to a temporary placement) with a colleague or young person, they sit in the back of the car on opposite side to driver to maintain as close as possible to 2m social distancing. (This may not be possible in an emergency).</li> <li>If there is more than one person in the car, they try not to face each other.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that adequate cleaning agents are readily available to you to use to disinfectant vehicles which a person with COVID 19 has used. If non-symptomatic people have been in the vehicle, clean with normal household cleaning agents.</li> </ul>	Staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>Where there is more than one person in the car, windows are opened to allow for ventilation</li> <li>Car keys and other areas of the car that provide regular contact points are cleaned. (Disinfectant used if you have been in contact with someone who is suspected of having or confirmed as having COVID 19).</li> <li>Journeys are planned to take the shortest time, so that time in the car (confined environment) is reduced</li> </ul>				
5. Challenging Behaviour	Employees and young persons	<ul style="list-style-type: none"> <li>Staff are aware of changes in behaviour in young persons that may suggest anxiety due to the COVID 19 crisis, (for example, due to the reduction in social interaction) and address appropriately by using vigilance and where necessary de-escalation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be aware of guidance at: <a href="https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/">https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/</a></li> </ul>	Manager		
6. Staff shortages	Staff, young persons, family – inadequate staffing levels may lead to pressure with running the service and supporting young people adequately	<ul style="list-style-type: none"> <li>Staff sickness absence to be monitored</li> </ul>	<ul style="list-style-type: none"> <li>Service to liaise with Jill Little if staff shortage becomes an issue.</li> <li>Consideration to be given to allowing staff to carry forward annual leave or using staff from other service areas. (Staff from other service areas to be adequately trained).</li> </ul>	<p>Manager and Jill Little</p> <p>Manager and Jill Little</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<ul style="list-style-type: none"> <li>If staff shortages lead to a home having to close, OFSTED must be informed as a matter of urgency. Only senior management can make this decision.</li> </ul>	Andrea Houlahan, Caroline O'Neill		
7. Mental health	<p>Employees</p> <p>Anxiety created due to the COVID 19 situation may affect the mental health of employees.</p>	<ul style="list-style-type: none"> <li>Staff discuss anxiety or concerns relating to COVID 19 with their line manager. Employees to be vigilant of uncharacteristic behaviour in colleagues that may indicate deteriorating mental health.</li> <li>All managers who manage employees check on them at regular intervals and provide additional support if required wherever possible.</li> <li>Staff are kept updated and informed of changes as quickly and clearly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Managers and staff to be aware of mental health guidance for employees: <a href="https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic">https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic</a></li> <li>Manager and staff to be aware of their own mental health</li> <li>Referrals to be made to Occupational Health if telephone counselling is required – contact 0191 433 3273.</li> </ul>	<p>Manager and staff</p> <p>Manager and staff</p> <p>Manager</p>		
8. Use of alcohol based hand-sanitisers	<p>Employees, guests, visitors</p> <p>Risk of fire, burns, smoke inhalation</p>	<ul style="list-style-type: none"> <li>Alcohol based hand sanitiser is not stored or positioned near heat sources, direct sunlight or sources of ignition</li> </ul> <p>Stock stored in accordance with manufacturer or supplier's instructions</p>	Manager to ensure that staff are aware of storage arrangements, including when used in vehicles.	Manager and staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
9. Deliveries	Employees	Where possible, deliveries are sanitised or stored securely for 72 hours before use.				

**N.B.** Risk Assessment is Continuous Process – Significant Changes to the Work Activity Require a Review of the Assessment

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What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	<ul style="list-style-type: none"> <li>➤ Chronic neurological conditions</li> <li>➤ Spleen problems</li> <li>➤ Weakened Immune System</li> <li>➤ Seriously overweight (over 40 BMI)</li> <li>➤ Pregnant employees</li> </ul>					
<p>2. Staff with symptoms of COVID-19</p>	<p>Staff, service users - exposure to COVID 19 leading to serious infection and possible death</p>	<ul style="list-style-type: none"> <li>• All staff have been made aware of the government and Corporate advice relating to the need to self-isolate when displaying symptoms that suggest COVID 19 infection. <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a></li> </ul>	<ul style="list-style-type: none"> <li>• Corporate advice on self-isolation to be followed <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a></li> <li>• Staff to be reminded to inform their manager if they are symptomatic or diagnosed with COVID 19 as confirmed by a positive test result.</li> <li>• Manager to complete <a href="#">HSB11 COVID 19 Investigation Form</a> if an employee confirms that they are COVID 19 positive and have not worked solely at home for the previous 14 days. A copy must be sent to the Health and Safety Team</li> </ul>	<p>Staff</p> <p>Staff and manager</p> <p>Manager, Staff, Occupational Health and H&amp;S Team</p>		

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What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>• Where there is more than one person in the car, windows are opened to allow for ventilation</li> <li>• Car keys and other areas of the car that provide regular contact points are cleaned. (Disinfectant used if you have been in contact with someone who is suspected of having or confirmed as having COVID 19).</li> <li>• If transporting children, car seat suitably cleaned before and after use. (Disinfectant used if you have been in contact with someone who is suspected of having or confirmed as having COVID 19).</li> <li>• Car seat(s) arranged in a way that will allow 2m social distancing where possible</li> <li>• Time that young children are carried for is limited and children are only carried if necessary. Could a buggy be used instead?</li> <li>• Journeys are planned to take the shortest time, so that time in the car (confined environment) is reduced</li> <li>• If using public transport, a 2m social distance is maintained by leaving an unoccupied seat or</li> </ul>	<p>kept in a suitable and secure place with the date and time marked for storage for 72 hours, before disposing with domestic waste.</p>			

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<p>row between you and other passengers</p> <ul style="list-style-type: none"> <li>PPE requirements are based on whether symptomatic people are likely to be travelling in the car. These would consist of using a disposable apron, disposable gloves and a fluid resistant surgical mask. Eye protection (e.g. goggles or a face visor) to be worn if there is a risk of body fluids entering the eye, e.g. due to spitting, coughing or vomiting.</li> </ul>				
<p>4.The home visit</p> <p style="text-align: center;">Page 139</p>	<p>Staff, service users, family - exposure to COVID 19 leading to serious infection and possible death.</p>	<ul style="list-style-type: none"> <li>Risk of visit pre-assessed by considering risks to children, their families and the staff</li> <li>Check 24 hours before the visit if anyone in the household is showing symptoms associated with COVID 19. (This is not possible if the visit is unannounced/emergency visit).</li> <li>If meeting cannot occur at the school, consideration given as to whether the meeting could take place from outside through a window, in a garden area or 2m away from front door, rather than entering the home</li> <li>Before entering the home, ask whether anyone has symptoms associated with COVID 19, for example, a high temperature, loss or taste or smell or continuous dry cough.</li> </ul>	<ul style="list-style-type: none"> <li>Consideration is given as to whether the home visit needs to occur. Could a telephone call, video conference or social media be used?</li> <li>Could the visit take place at the school? (If a child is vulnerable and is not in a school, explore reasons with professional partners as to why this might be, whether it is appropriate and what action should be taken).</li> <li>If a virtual' visit is done, keep a record as to why this was.</li> <li>In an emergency, consider whether the risk to a vulnerable child(ren) outweighs the need to maintain the 2m social distance rule. In these</li> </ul>	<p>Staff and manager</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>• Minimise duration of visit</li> <li>• In the home (or other location), maintain your 2m social distance</li> <li>• If household members (or others that are at the meeting) show signs of looking unwell/coughing, employee leaves the home/abandon visit</li> <li>• Where possible, employees must wash hands before entering or exiting a home. If this is not possible, alcohol sanitiser of at least 60% alcohol content must be provided for use.</li> <li>• Avoid touching face, particularly eyes, nose and mouth areas</li> <li>• Avoid shaking hands</li> <li>• Social distancing of at least 2m is maintained (e.g. ring doorbell and stand 2m away).</li> <li>• PPE is taken into the house as a precaution or donned prior to entry</li> <li>• Contact points/items are cleaned with disinfectant if there are people in the household that have or are suspected of having COVID 19, otherwise clean as normal</li> </ul>	<p>situations, personal protective equipment (PPE) must be used. It is advised that this should consist of a disposal apron, disposable gloves and a fluid repellent surgical mask. (Hair to be tied back if possible and watches and jewellery not to be worn).</p> <p>If there is a risk of being splashed by blood or body fluids, then eye protection must be used. (Glasses are not an alternative to suitable eye protection, such as goggles or a face visor). After use, PPE should be double bagged and then kept in a secure place for 72 hours, prior to disposing in normal waste. Please see the attached weblink for information relating to correct procedure for donning (putting on) and doffing (taking off) of PPE. <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w">https://www.youtube.com/watch?v=-GncQ_ed-9w</a></p> <ul style="list-style-type: none"> <li>• If your eye protection is reusable you should check and follow the manufacturer's instructions on how to clean and disinfect between uses. As a minimum, between uses, you should clean with a neutral detergent wipe, allow</li> </ul>			

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li data-bbox="779 169 1211 229">• Avoid unnecessarily touching items in a home</li> </ul>	<p data-bbox="1375 169 1756 708">to dry, disinfect with a 70% alcohol wipe and leave to dry; or use a single step detergent/disinfectant wipe, allowing the item to dry afterwards. You should store eye protection in a bag to avoid possible contamination after cleaning and disinfection is complete. Do not put eye protection on until it is completely dry. Cleaning of re-usable PPE items that have been provided to you is your responsibility.</p>			

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done

**N.B.** Risk Assessment is Continuous Process – Significant Changes to the Work Activity Require a Review of the Assessment

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# Contact Visits During COVID 19 Risk Assessment

## Service and location

Children's Services

## Name of Assessor and position

Lorraine Dixon (H&S Officer)

## Work activity:

Contact Visits During COVID 19

## Approved by (Service Manager)

## Date of assessment

22<sup>nd</sup> April 2020

## Consultation

Caroline O'Neill, Andrea Houlahan,

## Review Date

Reviewed 24.06.20  
Reviewed 21.07.20  
Reviewed 19.08.20

## Reference Number

This risk assessment must be regularly reviewed and updated as necessary in line with government guidance. The reviewed risk assessment must be shared with all staff, including any relevant updated guidance to support the risk assessment. This risk assessment should be used in conjunction with other risk assessments for home visits. Within this risk assessment are additional measures that are necessary due to potential infection from COVID 19.

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
<p>1. Transmission of COVID 19 infection</p>	<p>Staff, service users, carers - exposure to COVID 19 leading to serious infection and possible death.</p> <p>Main health conditions to be considered are:</p> <ul style="list-style-type: none"> <li>➤ Chronic long-term respiratory disease – asthma/ COPD / emphysema / bronchitis</li> <li>➤ Chronic heart/kidney</li> </ul>	<ul style="list-style-type: none"> <li>• Those who are in vulnerable groups are advised to follow government guidance. Please refer to attached weblink: <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a> (amended 29.06.20).</li> <li>• All staff are aware of the NHS Track and Trace guidance and how it works <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></li> <li>• Vulnerable employees who cannot work from home can return to work based on the outcome of an individual risk assessment. Individual risk assessments are completed using the template risk</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to ensure that management are aware of any pre-existing health conditions that mean they are more susceptible to COVID 19.</li> <li>• Staff who are vulnerable should be advised to follow social distancing and medical advice.</li> </ul>	<p>Staff</p> <p>Staff and manager</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
	<p>disease/ liver disease</p> <ul style="list-style-type: none"> <li>➤ Chronic neurological conditions</li> <li>➤ Spleen problems</li> <li>➤ Weakened Immune System</li> <li>➤ Seriously overweight (over 40 BMI)</li> <li>➤ Pregnant employees</li> </ul>	<p>assessment form CSG-HS-15 Clinically Vulnerable Employee Risk Assessment  <a href="https://intranet.gateshead.gov.uk/media/20161/CSG-RA-15-Clinically-Vulnerable-Employee-Risk-Assessment/doc/CSG-RA-15_Clinically_Vulnerable_Employee_Risk_Assessment.docx?m=637286716255130000">https://intranet.gateshead.gov.uk/media/20161/CSG-RA-15-Clinically-Vulnerable-Employee-Risk-Assessment/doc/CSG-RA-15_Clinically_Vulnerable_Employee_Risk_Assessment.docx?m=637286716255130000</a>  (amended 26.06.20).</p> <ul style="list-style-type: none"> <li>• Where identified, referrals for clinically vulnerable employees are made to the Occupational Health Unit. (Amended 26.06.20)</li> </ul>				
2. Staff with symptoms of COVID 19	Staff, service users, carers, family - exposure to COVID 19 leading to serious infection and possible death	<ul style="list-style-type: none"> <li>• All staff have been made aware of the advice relating to the need to self-isolate when displaying symptoms that suggest COVID 19 infection.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate advice on self-isolation to be followed  <a href="https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice">https://intranet.gateshead.gov.uk/article/15052/HR-Coronavirus-advice</a>  (amended 29.06.20)</li> <li>• Staff to be reminded to inform their manager if they are symptomatic or diagnosed with COVID 19 as confirmed by a positive test result.</li> <li>• Manager to complete <a href="#">HSB11 COVID 19 Investigation Form</a> if an employee</li> </ul>	<p>Staff</p> <p>Staff and manager</p> <p>Manager, staff and</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
			<p>confirms that they are COVID 19 positive and have not worked solely at home for the previous 14 days. A copy must be sent to the Health and Safety Team within 5 working days and where applicable a H&amp;S Officer will report to the HSE any case that meets the HSE's RIDDOR reporting criteria.</p> <ul style="list-style-type: none"> <li>COVID 19 cases also to be reported directly by manager to the Health Protection Team on <b>0300 303 8596</b> – option 1 and Public Health on <b>0191 433 2914</b>.</li> </ul>	<p>H&amp;S Team</p> <p>Manager</p>		
<p>3. Use of transport</p>	<p>Staff or carers - exposure to COVID 19 leading to serious infection and possible death.</p>	<ul style="list-style-type: none"> <li>Travel in own cars alone where possible, to maintain social distancing</li> <li>If others must travel in the same vehicle, consideration is given to whether a larger vehicle can be used, for example, a seven-seater vehicle.</li> <li>If it is necessary to travel with a colleague or young person, they sit in the back of the car on opposite side to driver to maintain as close as possible to 2m social distancing. (This may not be possible in an emergency).</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that adequate cleaning agents are readily available to you. If you have been in contact with someone who is either suspected of having or has been confirmed as having COVID 19, then use disinfectant to clean with, otherwise normal household cleaning agents are fine to use.</li> <li>If your eye protection is reusable you should check and follow the manufacturer's instructions on how to clean and disinfect between uses. As a</li> </ul>	<p>Staff</p> <p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>• If there is more than one person in the car, they try not to face each other.</li> <li>• Where there is more than one person in the car, windows are opened to allow for ventilation</li> <li>• Car keys and other areas of the car that provide regular contact points are cleaned. (Disinfectant used if you have been in contact with someone who is suspected of having or confirmed as having COVID 19).</li> <li>• If transporting children, car seat suitably cleaned before and after use. (Disinfectant used if you have been in contact with someone who is suspected of having or confirmed as having COVID 19).</li> <li>• Car seat(s) arranged in a way that will allow 2m social distancing where possible</li> <li>• Time that young children are carried for is limited and children are only carried if necessary. Could a buggy be used instead?</li> <li>• Journeys are planned to take the shortest time, so that time in the car (confined environment) is reduced</li> </ul>	<p>minimum, between uses, you should clean with a neutral detergent wipe, allow to dry, disinfect with a 70% alcohol wipe and leave to dry; or use a single step detergent/disinfectant wipe, allowing the item to dry afterwards. You should store eye protection in a bag to avoid possible contamination after cleaning and disinfection is complete. Do not put eye protection on until it is completely dry. Cleaning of re-usable PPE items that have been provided to you is your responsibility.</p> <ul style="list-style-type: none"> <li>• If PPE is used where there are non-symptomatic people, it can be disposed of with domestic waste. If PPE is used where there are individuals with COVID 19 symptoms, it should be put into a plastic rubbish bag and tied, then placed into a second bin bag and tied and kept in a suitable and secure place with the date and time marked for storage for 72 hours, before disposing with domestic waste.</li> </ul>	<p>Staff</p>		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>If using public transport, a 2m social distance is maintained by leaving an unoccupied seat or row between you and other passengers</li> <li>PPE requirements are based on whether symptomatic people are likely to be travelling in the car. These would consist of using a disposable apron, disposable gloves and a fluid resistant surgical mask. Eye protection (e.g. goggles or a face visor) to be worn if there is a risk of body fluids entering the eye, e.g. due to spitting, coughing or vomiting.</li> </ul>				
4. The contact visit	Staff, service users, carers, family - exposure to COVID 19 leading to serious infection and possible death.	<ul style="list-style-type: none"> <li>Check 24 hours before the visit if anyone is showing symptoms associated with COVID 19.</li> <li>Meeting is arranged in a room where 2m social distancing can adequately occur.</li> <li>On meeting those that are attending the contact visit, ask if anyone has COVID 19 symptoms, such as a dry, continuous cough, loss of taste or smell, fever (more than 37.8 C) or are short of breath.</li> <li>If attendees show signs of looking unwell/coughing, end contact visit.</li> </ul>	<ul style="list-style-type: none"> <li>Could a telephone call, video conference or social media be used instead of the contact visit?</li> <li>Could the visit take place at the school?</li> <li>If a virtual' visit is done, keep a record as to why this was.</li> <li>In an emergency, consider whether the risk to a vulnerable child(ren) outweighs the need to maintain the 2m social distance rule.</li> </ul>	Staff and manager		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>• Employees wash hands before and after the contact visit. If this is not possible, alcohol sanitiser of at least 60% alcohol content must be provided for use.</li> <li>• Avoid touching face, particularly eyes, nose and mouth areas</li> <li>• Avoid shaking hands and avoid physical contact as much as possible</li> <li>• Social distancing of at least 2m is maintained</li> <li>• Contact points/items are cleaned with disinfectant if attendees have or are suspected of having COVID 19, (otherwise clean as normal). Single use cloths are used and disposed of by double bagging, labelling with date and time and storing securely for 72 hours before disposing as normal waste.</li> <li>• Avoid unnecessarily touching items or surfaces</li> </ul>				
5. Mental health	<p>Employees</p> <p>Anxiety created due to the COVID 19 situation may affect the mental health of employees.</p>	<ul style="list-style-type: none"> <li>• Staff discuss anxiety or concerns relating to COVID 19 with their line manager. Employees to be vigilant of uncharacteristic behaviour in colleagues that may indicate deteriorating mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Managers and staff to be aware of mental health guidance for employees: <a href="https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic">https://intranet.gateshead.gov.uk/article/15303/How-to-look-after-your-mental-health-during-the-coronavirus-pandemic</a></li> </ul>	Manager and staff		

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is needed?	Action by whom	Action by when	Done
		<ul style="list-style-type: none"> <li>All managers who manage employees check on them at regular intervals and provide additional support if required wherever possible.</li> <li>Staff are kept updated and informed of changes as quickly and clearly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Manager and staff to be aware of their own mental health</li> <li>Referrals to be made to Occupational Health if telephone counselling is required – contact 0191 433 3273.</li> </ul>	<p>Manager and staff</p> <p>Manager</p>		
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**N.B.** Risk Assessment is Continuous Process – Significant Changes to the Work Activity Require a Review of the Assessment

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## Appendix 3 – Weekly Covid Tracker

	Week commencing	03/02/2020	10/02/2020	17/02/2020	24/02/2020	02/03/2020	09/03/2020	16/03/2020	23/03/2020	30/03/2020	06/04/2020	13/04/2020	20/04/2020	27/04/2020	04/05/2020	11/05/2020	18/05/2020	25/05/2020	01/06/2020	08/06/2020	15/06/2020	22/06/2020	29/06/2020	06/07/2020	13/07/2020	20/07/2020	27/07/2020	03/08/2020
All Contacts (A & I)		114	126	98	133	138	156	136	111	91	80	119	102	129	79	139	137	153	162	136	146	148	139	167	116	166	107	143
CCNs (A & I)		36	51	40	45	73	71	61	59	38	44	75	43	66	41	57	59	86	87	81	74	81	58	83	56	62	51	80
Referrals		46	35	26	32	42	33	12	17	21	26	24	31	25	17	27	36	26	30	32	32	61	56	29	25	19	16	47
S47s starting		15	8	7	15	20	28	12	2	20	7	13	3	19	7	11	8	8	14	24	6	15	9	18	5	17	14	7
ICPCs (children)		8	8	9	6	6	6	12	22	14	6	3	2	5	9	2	9	10	8	1	5	8	15	7	11	2	10	2
CP Starting		3	8	4	6	5	6	8	17	11	6	3	2	4	9	2	9	7	7	1	5	6	15	7	9	2	7	1
As @ CP		253	254	255	248	249	252	252	265	276	282	279	278	280	288	285	282	287	280	271	272	272	285	276	263	261	265	264
CP Ending		5	7	3	13	4	3	8	4			6	3	2	1	5	12	2	14	10	4	6	2	16	22	4	3	2
LAC Starting		1	1	3	3	1	2	3	3	2	5	2	3	1	6	6	2	1	6	5	3	2	6	6	5	5	2	2
AS @ LAC		412	409	412	414	413	415	417	415	416	416	416	418	417	423	429	427	428	432	436	434	435	437	442	446	450	451	451
LAC Ending		2	4		1	2		1	5	1	5	2	1	2			4		2	1	5	1	4	1	1	1	1	2
Caseload *		1638	1607	1602	1596	1603	1611	1594	1587	1567	1564	1552	1556	1549	1533	1555	1574	1657	1645	1643	1631	1680	1715	1716	1705	1678	1647	1655
CIN Cases Open **		450	437	434	445	446	435	425	437	426	419	411	421	462	454	438	454	459	451	456	443	455	451	460	479	475	445	433

LOCK DOWN - Stay at home

LOCK DOWN EASES - Stay

Hospitality sector reopens

## Appendix 4 – Caseload Tracker Example

### Weekly Case Level Activity Tracker - Children Social Care

Child ID	Age	Case Status	Worker	Case Team	Case Team Start	Team Duration (Days)	# C + F Flag	# TFS Flag	# YJS Flag	Lastest visit within timescale s?	Child seen in timescale s?	DfE - Contacted in last 4 weeks measure	CIN Assessment in last 2 years?	Open Plan?	Supervision within last 40 calendar days?	Management Oversight within last 40 days	System Activity within last 30 days?
Child 11	15	CP	Social Worker 1	Assessment and Intervention 1	03/07/2020	38	Green			✓	✓	✓	✓	✓	✓	✓	✓
Child 12	14	CP	Social Worker 2	Assessment and Intervention 2	03/07/2020	38	Green	Amber		✓	✓	✗	✓	✓	✓	✓	✓
Child 1	3	LAC	Social Worker 3	Safeguarding and Care Planning 1	14/07/2020	27	Amber			✓	✓	✗	✓	✓	✓	✓	✓
Child 2	14	CP	Social Worker 3	Safeguarding and Care Planning 1	16/06/2020	55	Red		Amber	✓	✓	✓	✓	✓	✓	✓	✓
Child 3	10	CP	Social Worker 4	Safeguarding and Care Planning 1	16/05/2020	86	Green			✓	✓	✓	✓	✓	✓	✓	✓
Child 4	7	CP	Social Worker 4	Safeguarding and Care Planning 1	16/06/2020	55	Amber			✗	✗	✓	✓	✓	✓	✓	✓
Child 5	16	CIN	Social Worker 5	Safeguarding and Care Planning 2	22/11/2019	262	Amber			✓	✓	✓	✓	✓	✓	✓	✓
Child 6	14	CIN	Social Worker 6	Safeguarding and Care Planning 2	22/11/2019	262	Green			✓	✓	✓	✓	✓	✓	✓	✓
Child 7	14	CP	Social Worker 7	Safeguarding and Care Planning 3	07/05/2019	461	Red			✓	✓	✓	✓	✓	✓	✓	✓
Child 8	14	CP	Social Worker 7	Safeguarding and Care Planning 3	13/02/2020	179	Amber			✗	✗	✓	✓	✓	✓	✓	✓
Child 9	13	CIN	Social Worker 8	Safeguarding and Care Planning 4	22/11/2019	262	Green			✓	✓	✓	✓	✓	✓	✓	✓
Child 10	7	CP	Social Worker 9	Safeguarding and Care Planning 4	03/06/2020	68	Green			✓	✓	✓	✓	✓	✓	✓	✓
Child 13	10	LAC	Social Worker 10	LAC Team 1	03/07/2020	38	Amber			✓	✓	✓	✓	✓	✓	✗	✓
Child 14	12	LAC	Social Worker 11	LAC Team 1	03/07/2020	38	Amber			✓	✓	✓	✓	✓	✓	✓	✓
Child 15	12	LAC	Social Worker 12	LAC Team 2	29/07/2020	12	Amber			✓	✓	✓	✓	✓	✓	✓	✓

### **Will Personal Protective Equipment (PPE) available?**

Yes, PPE will be provided and should be worn appropriately. Please dispose of used PPE responsibly.

### **What if a parent or child arrives for Family Time displaying symptoms?**

Family Time will not go ahead. Everyone who has been within two metres will be required to self-isolate for 14 days. The person displaying symptoms will be advised to seek a test.

### **What about siblings who are in separate placements?**

This is more difficult as it increases the amount of households attending Family Time. These situations will be discussed on an individual basis to ensure the correct course of action is taken to keep everyone safe.

### **Can gifts/ toys be given to a child?**

Yes they can and we'll support families to protect their children by making sure they are safe. If you wish to offer a gift or toy please give it to the Family Support Worker who will provide sanitiser to clean the gift. Soft toys should not be given as these are not easily sterilised.

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**Supporting Children and Families contact 0191 433 2585**



# **Family Time**

Important information  
for parents and carers

## During the COVID19 pandemic Gateshead Children's Services are working hard to make sure that Family Time takes place wherever possible enabling parents and carers to see their children.

We are committed to minimising the risks from Coronavirus to ensure that children and families are brought together safely. Where the risks are too high, we'll make sure that Family Time is maintained indirectly either by phone or video call, or a range of other options.

To help us to work safely and continue to bring children and families together, please follow these simple steps:

- **Use Social Distancing** - parents, carers, children and young people should follow the government's social distancing guidelines. This includes safe exercising and shopping, who you can see, who can visit, and also handwashing and hygiene guidelines.
- **Tell us about risk** - inform your Social Worker or Family Support Worker if you, or anyone in your home is showing symptoms and/or has tested positive for COVID19.
- **Encourage children to be safe** - children who are able to understand the need to social distance should be encouraged to do so in Family Time.
- **Make Family Time safe** the safety of children, families and staff is paramount. PPE will be provided and should be worn appropriately. Please make sure you observe hygiene routines at the beginning and end of Family Time sessions to help keep risks low and everyone safe. Please follow staff support and instructions before, during and after sessions to ensure risks are minimised and everyone is safe. Please dispose of used PPE responsibly. Please note our kitchen facilities will not be in use until further notice.
- **Please arrive on time** for your contact and **NOT** before, and you are asked to leave immediately after your contact ends, this is to ensure we can clean rooms before the next contact session starts, and that we minimise the risk of people crossing paths.
- **You are asked NOT to bring family or friends** along to your contact sessions as usual, this is especially important now, to limit the amount of people in one room at any one time.

When appropriate, Family Time will take place outdoors to minimise the risk of spread of infection. We are also closely working with building management teams to ensure all venues meet the recommended hygiene requirements.

We appreciate this is a very difficult time and that social distancing and safety measures may be very difficult in some cases. To help answer some of your questions we've put together a 'Family Time - frequently asked questions' sheet to help address some of your main concerns. You can also speak to your Social Worker or Family Support Worker for advice and support.

**Thank you - with your help we'll make sure our Family Time sessions continue and we minimise the risks to everyone involved.**

## Family Time Questions and Answers

### Can I change a nappy, feed and cuddle my child during Family Time? If so, how can this be done with minimal risk?

We will ask that parents, carers, children and young people follow the government's social distancing guidelines wherever possible but we know this will be difficult and direct contact will happen on occasion. We would encourage parents to keep direct contact to a minimum and use toys, talk and singing to encourage interactions.

Where possible we will ask the carer to change and feed before Family Time starts in order to reduce risks. If feeding or nappy changing is required during Family Time, handwashing and good hygiene will be used before and after any direct contact for personal care. The service will provide you with Personal Protective Equipment.

### What if foster carers cannot transport children to Family Time sessions?

Staff can provide transport to one child per carer. Children will sit behind the passenger seat to maximise safety and social distance.

### What about babies and toddlers who need to be transported in a car seat?

The Children's Services worker will do this. They will use good hygiene techniques and some may wear masks and gloves to help minimise risks.

**TITLE OF REPORT:** Early Help Service (Targeted Family Support)  
**REPORT OF:** Caroline O'Neill, Strategic Director – Children, Adults & Families

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## Summary

This report provides a summary of the performance of the Early Help Service (Targeted Family Support) in 2019-2020 and the pandemic response of the service from March 2020.

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## Background

1. The Targeted Family Support element of the Early Help Service continues to provide a high-quality family intervention function to vulnerable families with dependent children across the borough. This includes whole-family support to all household members on a range of issues, including children's behaviour, school attendance, domestic abuse, low income and housing conditions.

## End of Year Performance

2. Family intervention was delivered to 1,467 children within 895 families between 1 April 2019 and 31 March 2020. Performance data shows that the service is successful in supporting families to make sustained changes with over 90% not entering statutory social work services within 12 months of closure to Early Help.
3. The Gateshead target for the Troubled Families Programme was met, achieving 100% of the required outcomes for 1,930 families over the five-year delivery period between 2015-2020 and generating £1.54 Million in Payment by Results (PbR) revenue for the Local Authority.

## Pandemic Response

4. Family intervention, including face-to-face contact, has continued throughout the pandemic and has included:
  - an increased focus on practical support, including delivery of food, prescriptions and contraception;
  - delivery of 450 sports activity packs to vulnerable families;
  - development of a large online parenting hub, providing links to free materials for parents/carers;
  - transfer of all four parental conflict programmes to online platforms in conjunction with Relate;

- working across a 7-day, Monday-Sunday pattern to support those most in need;
  - redeployment of staff to support colleagues in children's homes.
5. A total of 797 children from 387 families are currently receiving support on service caseloads.
  6. COVID-19 has not prevented our continued strong performance in delivering the national Troubled Families programme in 2020-2021. Successful outcomes have been achieved for 116 families out of a target of 323 – 35% of the overall target with 7 months of the extended programme remaining.
  7. Gateshead continues to lead the North East referral hub or 'Gateway' for the national Reducing Parental Conflict Programme which offers four evidence-based support pathways for couples and co-parents experiencing relationship distress and has to date processed 662 referrals from across the region.

### **Recommendations**

8. OSC is asked to consider the end of year performance of the Early Help Service (Targeted Family Support) and the pandemic response.

Contact: Andrea Houlahan
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Extension: 2782
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**TITLE OF REPORT:** Making Gateshead a Place Where Everyone Thrives - End of Year Assessment of Performance and Delivery 2019/20

**REPORT OF:** Caroline O'Neill, Strategic Director, Children, Adults and Families

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### SUMMARY

This report provides the end of year update of performance and delivery for the period ending 31 March 2020 in relation to the Council's Thrive agenda for the indicators and activity linked to children and young people.

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### Background

1. The report forms part of the Council's performance management framework and gives an overview of progress for the priorities appropriate to the remit of the Families Overview and Scrutiny Committee.
2. The Council's new strategic approach Making Gateshead a Place Where Everyone Thrives, was approved by Cabinet in March 2018, to ensure the Council continues to get the best outcomes for local people and remains a viable and sustainable organisation into the future.
3. While the report follows the standard framework for the Year End 2019/20 performance, it also identifies the impact of the COVID-19 pandemic on performance as well as potential future implications. The current strategic indicators are in the process of being reviewed and a new performance framework adopted for the Council. Therefore, it is anticipated this will be the last report of this format linked to these indicators.

### Delivery and Performance

4. This report sets out the performance overview linked to the 31 strategic outcome indicators, identified as providing a high-level picture of the strategic priorities for the Council and its partners in relation to children and young people.
5. All 31 indicators are listed in appendix 1 with performance data provided where this is available at the end of the period. There is also an update on key activities and achievements over the last 6 months, with key activities being undertaken in each service area in the upcoming 6-month period also identified.

### Recommendation

6. It is recommended that the Families Overview and Scrutiny Committee:
  - consider whether the activities undertaken during October to March 2020 are supporting delivery of the Thrive agenda;
  - to identify any areas, they feel they require more detail about or feel require further scrutiny; and
  - note that Cabinet will consider a composite performance report at their meeting on 20 October 2020.

## Families Overview and Scrutiny Committee

### Children and Families – Making Gateshead a Place Where Everyone Thrives - End of Year Assessment of Performance and Delivery March 2020

10<sup>th</sup> September 2020

Portfolio:	Children and Young People
Portfolio Member:	Councillor Gary Hayley
OSC Chair:	Councillor Maria Hall
Lead Officer:	Caroline O'Neill, Strategic Director Children, Adults & Families
Support Officer:	Jon Gaines, Service Manager Quality Assurance

#### 1.0 Introduction

- 1.1 We know that over 43% of people and families in Gateshead are either managing or just coping and over 40% are in need or in vulnerable situations. We want to change those statistics and aim to make Gateshead a place where everyone thrives<sup>i</sup>. *“Making Gateshead a place where everyone thrives”* is the new council approach aiming to narrow the gap of inequality across Gateshead resulting in more people living longer and leading healthier and happier lives.
- 1.2 Children, Adults and Families has a primary focus of direct work with and commissioning of services to support the residents of Gateshead. It is critically placed to support the Thrive agenda. Our work spans the 5 Thrive pledges, of:
- 1 *Put people and families at the heart of everything we do*
  - 2 *Tackle inequality so people have a fair chance*
  - 3 *Support our communities to support themselves and each other*
  - 4 *Invest in our economy to provide sustainable opportunities for employment, innovation and growth across the borough*
  - 5 *Work together and fight for a better future for Gateshead*
- 1.3 For services covered by children and families, 32 overarching strategic indicators are currently identified and monitored to support the group in understanding its performance linked to achieving the council aim of narrowing the gap of inequality across Gateshead and supporting its residents to thrive. This report sets out the end of year update to March 2020 ‘assessment of delivery and performance’ in line with the current Performance Management Framework.
- 1.4 This report provides a performance overview linked to the 32 strategic indicators for children and families which currently fall under the five pledges of *“Put people and families at the heart of everything we do”*, *“Tackle inequality so people have a fair chance”*, *“Work together and fight for a better future for Gateshead”*, *“Invest in our Economy”* and *“Support our Communities”*.
- 1.5 Section A provides an overview of performance linked to the indicators identified as falling under each pledge, along with any achievements or challenges. The section summarises if performance has improved or declined since the same period in the previous year. Also included is an update of the actions identified in the previous periods report and actions identified for the next 6 months.

1.6 Section B provides a performance dashboard with individual performance details for the 32 indicators identified, grouped by the relevant pledge.

## 2.0 Recommendation

2.1 Members are asked to receive this report for information and consider:

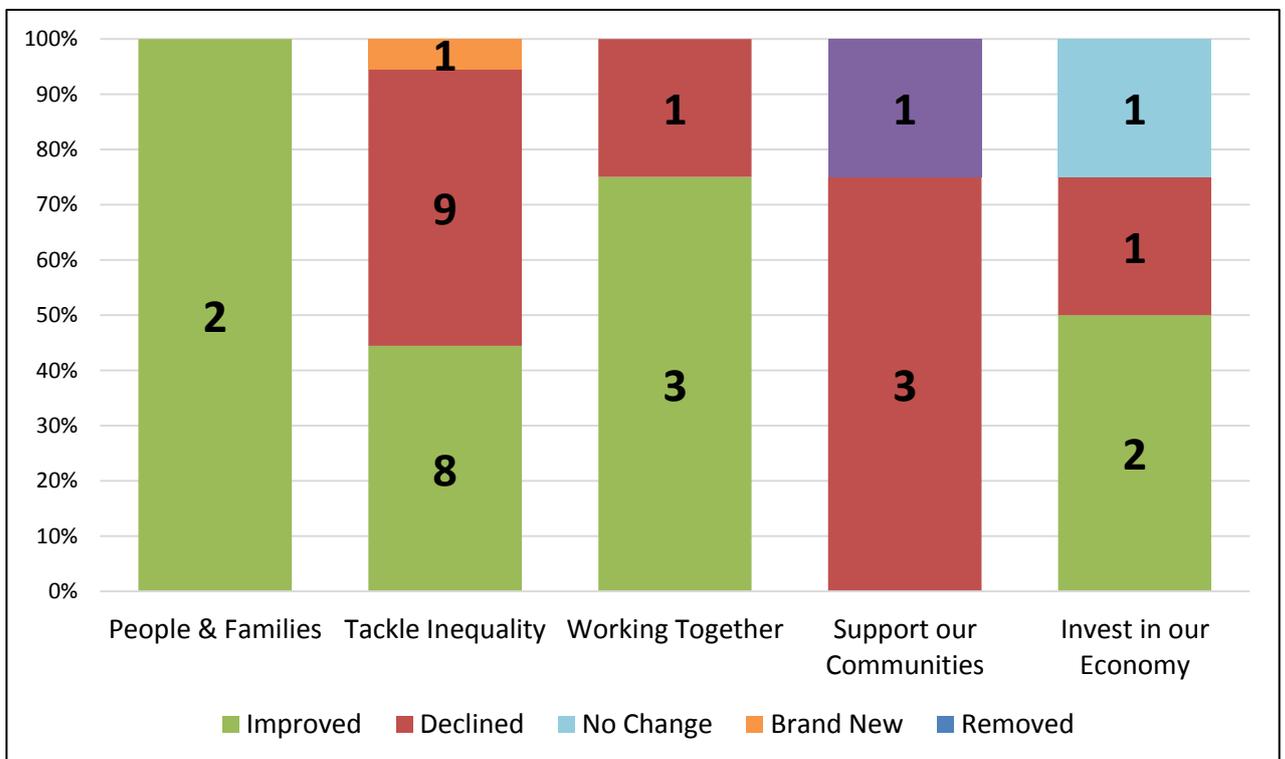
- (I) whether the activities undertaken during October 2019 to March 2020 are achieving the desired outcomes in Making Gateshead a Place Where Everyone Thrives,
- (II) any areas they feel they require more detail about or feel require further scrutiny; and
- (III) note that Cabinet will consider a composite performance report at their meeting on 20<sup>th</sup> October 2020.

## Section A

### 3.0 Performance Overview

3.1 The chart below summarises the overall position and trend in performance compared to the same period last year for the 32 indicators included in Section B, grouped under the relevant pledge. Following on from the previous report there has been the addition of 1 strategic indicator “*Measure the percentage uptake of free school meals at primary level*”. More specific detail for individual indicators is provided in Section B. Overall the performance has improved in 15 out of the 28 indicators (46.9%) we have an updated position for.

**Chart 1: Summary of direction of travel for indicators in section B**



## Putting people and families at the heart of everything we do

- 3.2 We know that we have residents who are struggling in real life and need more support than others, our role as a Council is to help people and to show empathy and understanding of the situations, they are in to find a means of lifting them out of their difficult situations. We have identified 2 strategic indicators linked to the pledge of “**Putting people and families at the heart of everything we do**”. In the latest period we have demonstrated improvements for 2 indicators.

### Performance

- 3.3 The percentage of eligible 2-year olds accessing their free early learning place has improved on the same period last year however the overall numbers have fallen, due in part to a falling birth rate and to fewer families meeting the eligibility criteria (non-working/low income households).
- 3.4 The full Gateshead Families initiative target has been achieved with successful outcomes for 1,930 families in 2016-2020. This is 100% against a national average of 86%, with a total 2,706 families having engaged with the programme during this period.

### Achievements, Challenges and Actions

- 3.5 Strengthen the Voice of the Child - The SEND Involvement Worker has interviewed some SEND pupils to gain their views and aspirations, attended meetings with Councils at Grove House and Eslington School, attended market place events at Gateshead Leisure and the Elgin Centre, worked with Furrowfield students to look at the local offer, supported the implementation of Hear by Right.
- 3.6 Achieved 100% of the Gateshead Families Initiative target, recording claims for 1,930 families after demonstrating progress against our Gateshead Families Initiative Outcomes Plan. A total of 2,706 families were engaged with the programme between 2016-20.
- 3.7 Early Year and Childcare Service (EYCS) - Take-up of 2-year funded places at 91% of those eligible (March 2020). Last reported national take-up level 68%.
- 3.8 Implemented a widespread domestic abuse awareness raising campaign across Gateshead and via social media platforms.
- 3.9 Achieved an Outstanding Ofsted rating for Grove House.

## Update on Actions from Previous Report

Action	Thrive Pledge	Service Area	Update
We are about to take forward a new development (subject to planning and consultation) for Young Peoples supported accommodation in Dunston.	People & Families	Commissioning	The provider is working with the Council and Keepmoat homes to agree a price for the land. Should a price be agreed between all parties the scheme will submit a pre-planning proposal. Unfortunately, COVID-19 will have had an impact on timescales; these will be reworked once a decision has been made on the sale.
Explore adult mental health pathways and work with key health partners to explore how services recognise and respond to ACEs and trauma. Explore the possibility of developing a systemic family therapeutic model of intervention to address safeguarding concerns	People & Families	Assessment & Intervention	Preliminary discussions took place with adult mental health. Further discussions are now taking place to develop a children's mental health hub in collaboration with partners focussing on trauma informed practice and systemic interventions. Two children's AMHP's have been trained and systemic practice as a model of intervention has been rolled out across statutory Social work services
Between January 2020 & March 2020 there will be a detailed evaluation of the new approach to practice within A&I including feedback from families and partners.	People & Families	Assessment & Intervention	The evaluation has been suspended due to COVID-19 and lock down. The evaluation scope and TOR has been agreed, working groups identified and initial performance data established.
The Domestic Abuse Team will work in partnership with the PCC and Violence Reduction Unit to pilot a daytime extension (currently operates weekend evenings) to the Domestic Violence Car, so that experienced domestic abuse support workers respond with police to 999 calls maximising speedy support to victims.	People & Families	Early Help	Funding was not awarded to progress this and the Domestic Violence car no longer operates.
Improving the services and response to children with disabilities & their families	People & Families	Children & Families	Permanent team manager was appointed, and a full complement of permanent staff has now been achieved. Development plan on-going. Applications for Continuing Care funds from health have been made on behalf of eligible children.
Open a new 6 bed children's home in order to bring some young people that are placed at a distance back into Gateshead.	People & Families	Children & Families	Registered with Ofsted January 2020. All beds are filled. Some young people have been able to return to Gateshead.
We will be looking at and confirming what additional resources are required to meet the needs of our most complex Looked After Children.	People & Families	Children & Families	Business case presented for growth.

### Actions for the next 6 months

- i. Strengthen the Voice of Parent/ Carers - further support the work of Gateshead Parent Carer Forum and ensure that they are included in all areas of strategic development for SEND children and young people to ensure co-production. This will include a review of the Gateshead Local Offer website information.

- ii. The Gateshead Families Initiative has been extended into 2020/21 with a claims target of 323 families (to achieve positive outcomes).
- iii. EYCS - Support parents/ carers to have the confidence to use childcare provision (post COVID-19), both to allow them to work/ access training and to improve outcomes for children.
- iv. Information, Advice and Guidance (IAG) - Further consider and develop the potential for online platforms and mechanisms to engage with clients and partners on their terms and possibly more accessible means.
- v. Implement a further domestic abuse campaign aimed specifically at children and young people.
- vi. Generate plan to implement the *Safe and Together* approach to domestic abuse across the workforce.
- vii. Implement a process for Respect Young People Programme (RYPP) Coordination across children's services to address child to parent/carer violence and abuse.
- viii. Implement the AIM 3 (Assessment, Intervention, Moving-on) model across children's services for assessment and intervention with children who display sexually harmful behaviour.
- ix. Open an additional 3 bedded children's home.
- x. Take forward discussions to develop a children's mental health hub in collaboration with partners focussing on trauma informed practice and systemic interventions.
- xi. Continue the detailed evaluation of the new approach to practice within A&I including feedback from families and partners currently on hold due to the COVID-19 situation.

### **Tackle inequality so people have a fair chance**

- 3.10 As a council we must focus help on those families who are vulnerable and just coping, in order to support them to manage and Thrive. We have identified 18 strategic indicators linked to the pledge of “**Tackling inequality, so people have a fair chance**”. In the latest period we have demonstrated improvements for 8 indicators in this pledge, performance has declined in 9 and we have 1 brand new indicator.

### **Performance**

- 3.11 The percentage of Gateshead schools rated as Outstanding by Ofsted has reduced to 32%. Some schools that were ‘Outstanding’ have been re-inspected and downgraded. This is partly due to the fact they were graded as ‘Outstanding; under an old framework and the standard has changed considerably. Overall, there have been few inspections in Gateshead in the last year.

- 3.12 There has been a small increase in the number of children offered a place at their preferred primary school, however, the numbers offered their preferred place at a secondary school has declined.
- 3.13 Improvements have been noted in the educational attainment of children and those achieving a good level of development by the age of 5, with current performance the third highest figure amongst North East region local authorities. However, we have seen a decrease in the attainment of expected standards for Reading, Writing and Mathematics for Key Stage 1 and a decrease the percentage of children reaching the expected standard at Key Stage 2.
- 3.14 The Attainment 8 scores have improved and are above the England average. Progress 8 scores have also risen since last year however it is still below zero, despite Attainment 8 being higher than the national figure, because starting points from the end of KS2 were high.
- 3.15 We have seen improvements in performance with the gap between progress 8 and Attainment 8 scores for disadvantaged pupils and their non-disadvantaged peers at KS4 reducing. However, the progress 8 scores for Looked after children at the end of KS4 have declined. The progress 8 scores for vulnerable children who are SEN support have improved and is better than the national figure. However, progress 8 scores for those with a Statement or Care plan have dropped and are lower than the national equivalent. The Progress 8 scores for children receiving free school meals has improved, although remains below the national average for this group of students.
- 3.16 The number of children subject to a child protection plan (CPP) has increased on the previous period.
- 3.17 Average uptake of free school meals at primary level has decreased and was in part impacted by COVID-19 in the final week of March in which most pupils were absent from school.

### **Achievements, Challenges and Actions**

- 3.18 IAG - Designed and delivered a collaborative initiative with Gateshead Leisure Service and Adult Learning and skills to incentivise and engage NEET young people in health activity and accessing the world of training and employment.
- 3.19 Co-ordinated a Christmas hamper campaign across Gateshead to ensure all vulnerable families had everything they needed to provide a Christmas dinner as well as a Christmas gift campaign to ensure all vulnerable children and young people received Christmas gifts. A Christmas party was also hosted for families currently subject to supervised family time and held a celebration event for our looked after children.
- 3.20 An event was hosted in the Civic Centre to support International Women's Day on 8th March 2020 and received hundreds of pledges from staff and members of the public in the Pledge for Parity Campaign.

## Update on Actions from Previous Report

Action	Thrive Pledge	Service Area	Update
A strategic piece of work is being undertaken to map out children's services across the system. A walk the wall has been created with the aim of identifying duplication issues and gap and potential solutions to bring our children closer to home; using that information to determine next steps to promote systems working to better meet the needs of children and their families	Tackle Inequality	Commissioning	This work is still going to be taken forward but has slowed down due to COVID-19. SEND commissioning is one area that has started back up, as has the development of support, accommodation and education solutions to bring/keep more of our children in borough – a more comprehensive update of the 2 areas to follow in the next round of reporting, as well as an update on progression in other areas identified on completion of the wall.
We will host a Head Teachers conference to focus on reducing permanent exclusions.	Tackle Inequality	Education Support	Conference took place in October 2019 with secondary school Head Teachers.
We will be introducing the AV1 Avatar into schools to engage with some of the most anxious pupils who are unable to attend school.	Tackle Inequality	Education Support	We have introduced two avatars into schools (1 primary and 1 special) before the Lockdown. We are currently considering how we will use the remaining 8 AVATARS to support pupils during the current situation.
Continue to embed the Elective Home Education Multi-agency group to monitor and support EHE pupils and their families.	Tackle Inequality	Education Support	This group continues to meet on a monthly basis. The EHE strategy has been updated in in with most recent government guidance and following wider consultation, we are currently seeking ratification from the Gateshead Children Safeguarding Board.
Embed the Education Inclusion Panel-who decide the educational placement of permanently excluded pupils.	Tackle Inequality	Education Support	This panel continues to meet on a monthly basis. Permanent exclusions have reduced over the past year (even before lockdown occurred).
Work to embed the complex pupils meeting which monitors and supports the educational placement of our most vulnerable complex pupils	Tackle Inequality	Education Support	The complex pupils mtg continues to meet every 1/2 term with representation from local authority services. This meeting is chaired by the DCS with membership at director and/or service manager level.
Early Help will deliver 'ROAR' training to primary school staff to help them identify and respond to emotional wellbeing issues among children. ROAR approach has been developed by Liverpool CAMHS. First training will be delivered in Gateshead on 20/11/19.	Tackle Inequality	Early Help	Training to the primary school family support workforce was delivered in November 2019.
We will look to implement a Trauma Recovery Model into working practices across the Domestic Abuse Team and Youth Justice Service. The Trauma Recovery Model is a road map to help professionals care for and guide troubled people towards recovery. It's a composite model; combing theories of child development, attachment and neuroscience with hands on practitioner skills.	Tackle Inequality	Early Help	Mandatory Trauma Recovery Model training took place over 3 days in February 2020 and is now intrinsic in the work of the Domestic Abuse Team and Youth Justice Service.

We will be ensuring the families of disabled children are given the support they need to continue to care.	Tackle Inequality	Children & Families	All support packages are being reviewed on a regular to ensure families are receiving the support they need. Resource panel and High Needs Panel functioning effectively.
Promote further educational and social opportunities for disabled children.	Tackle Inequality	Children & Families	Support and funding given so children can access clubs/holiday playschemes.

### Actions for the next 6 months

- xii. Implement a Behaviour Change Framework to work directly with those displaying abusive behaviours and provide bespoke interventions to break the cycle of domestic abuse providing bespoke, holistic and triangulated services to victims of DA, children affected by DA and perpetrators of DA.
- xiii. Expand the Family Group Conferencing Service and develop practice around prevention and reunification of families.
- xiv. Generate additional capacity in the Supporting Children & Families Team to offer intensive family support interventions to promote LAC prevention and reunification.
- xv. Promote further educational and social opportunities for children with a disability.
- xvi. A strategic piece of work is being undertaken to map out children's services across the system. Next steps following a walk the wall to determine next steps to promote systems working to better meet the needs of children and their families.

### Work together and fight for a better future for Gateshead

3.26 To improve the lives of the residents of Gateshead we must work together as a council and our partners to do so. We have identified 4 strategic indicators linked to the pledge of "**Work together to fight for a better Gateshead**". In the latest period we have demonstrated improvements for 3 indicators and performance has declined in 1.

### Performance

- 3.27 We have seen a decrease in the number of First Time Entrants to the Youth Justice system aged 10-17 compared to the same period last year. However, performance for the use of custody has declined over the same period.
- 3.28 Work with Public Health colleagues is also seeing an improvement (reduction) in the number of hospital admissions for self-harm for 10 to 24-year olds. We are now at our lowest rate since the data was first published in 2011/12. For the first time in a single period. Gateshead is lower than both the England and North East rates.

3.29 The proportion of mothers smoking at the time of delivery (13.4%) has improved compared to the same period last year (15.1%) and we are significantly lower than the North East rate. However, it should be noted that this data is aggregated at Newcastle Gateshead CCG level and is not reliably pure Gateshead data.

### Achievements, Challenges and Actions

3.30 IAG have commissioned an alternative Management Information System (MIS) system that improves collaboration with our in-house departments, saves £33k per annum and increases recognition and impact of the team with inhouse partners and local collaborators

3.31 Developed the membership and active engagement of the Gateshead Youth Justice Board.

### Update on Actions from Previous Report

Action	Thrive Pledge	Service Area	Update
CAF will provide training to education professionals working in the Jewish community about safeguarding thresholds and the CAF/CIN/CP assessment process on 6 <sup>th</sup> November 2019.	Working Together	Early Help	Training completed and this has led to a proposal to develop a network of volunteer Family Advocates drawn from the school workforce within the Jewish community. A role specification has been agreed with the JCCG and implementation was planned for June 2020; this has been deferred due to the COVID pandemic.
An enhanced parenting pathway for vulnerable new parents to be/parents who need additional support will be launched on 4 November. This pathway, which will be delivered using an integrated approach by Health Visitors, Early Years Practitioners, the Early Help service and Maternity services, will offer co-ordinated packages of care from pregnancy until the child is two.	Working Together	Public Health	The Gateshead Growing Healthy enhanced parenting pathway was launched in December 2019 and is an early intervention service where practitioners from the 0-19 service, maternity services and Early Help service work collaboratively with families in a strength-based way to support them in their parenting. It aims to enhance parents understanding of their children needs and support them to become responsive and sensitive care givers. Due to COVID-19 restrictions some of the joint home visiting has not been possible but practitioners have maintained good communication with each other and the families to provide them with a good level of support.
Early Help will update their (Gateshead Council) webpages to set out a broad offer of support across services and to promote on-line tools and resources for use by a wide range of practitioners working with families.	Working Together	Early Help	The Early Help webpages were re-launched in December 2019 and offer a comprehensive range of information for families and practitioners, including new content for families managing children and young people during COVID.
A partnership review of MARAC processes will be undertaken to safeguard victims of domestic abuse and their families, manage perpetrators' behaviour, safeguard professionals and make links with all other safeguarding processes.	Working Together	Early Help	A multi-agency review of MARAC processes took place and as a result, MARAC conferences are now held weekly instead of fortnightly resulting in a significant reduction in the delay between incidents and conferences.

<p>We will explore working relations with community safety, parks recreations and transport, with the aim of developing a contextual safeguarding framework in Gateshead to safeguard our teenagers.</p>	<p>Working Together</p>	<p>Assessment &amp; Intervention</p>	<p>We routinely map out groups of young people's resulting in complex abuse strategies - but we haven't progressed the wider development of contextual safeguarding.</p>
<p>A shared audit tool has been developed to gain assurance around safeguarding arrangements as set out in section 3 of WT2019. The S.11 audits are being sent out to partner agencies across the region at the same time, and will be co-ordinated by Gateshead, who are leading on it. Agencies who cover more than one area (i.e. Northumbria Police, CNTW) can submit one audit for the region, but will need to make explicit any local differences.</p>	<p>Working Together</p>	<p>Quality Assurance</p>	<p>21 audits were returned using the regional self-assessment tool, 10 of those agencies cover Gateshead. 4 agencies submitted audits using a different audit tool. If they scored 1 (Not met) or 2 (Partly met) against a statement, agencies were asked to include proposed plans and actions to meet the required standard. The theme with most actions identified (across the region) was for section 3 (Embedding Policy), 'The organisation has a service user participation / involvement policy. The wishes and feelings of children, young people and families are routinely sought and form part of service and strategic development.' Although most agencies met the standard, there was some recognition that engaging with families and evidencing how this has informed service development could be improved. Primary care audits were sent out, Gateshead had a 96% response rate from GPs (there is a summary report available).</p>
<p>Consultation work has started with the Gateshead Young People's Assembly and Gateshead Health NHS Foundation Trust. The work is focused on the lived experiences of young people and the impact of the food environment on the food choices linked to health inequalities. The findings will help to shape some of the food environment work happening in Gateshead.</p>	<p>Working Together</p>	<p>Public Health</p>	<p>Work is still ongoing with Gateshead Young People's Assembly and Gateshead Health NHS Foundation Trust, focused on the lived experiences of young people and the impact of the food environment. The young people have captured images of the food environment in and around Gateshead which were presented back re: the impacts that the food environment has upon personal food choices etc. The images captured and stories by the young people highlighted the vast availability of food choices in terms of advertising and promotion they captured and food available to purchase. The young people described a clear distinction between food available in different areas of the borough.</p>
<p>We will also establish closer working relations with community policing and community safety, parks recreations and transport, with the aim of developing the contextual safeguarding framework in Gateshead.</p>	<p>Working Together</p>	<p>Assessment &amp; Intervention</p>	<p>We routinely map out groups of young people's resulting in complex abuse strategies - but to date we have not progressed the wider development of contextual safeguarding.</p>

### Actions for the next 6 Months

- xvii. Develop a prevention offer within the Youth Justice Service to identify children at risk of and intervene early to prevent the need for statutory involvement. Children will be identified through the existing daily multi agency triage meeting with police, health, domestic abuse and children's services.

- xviii. We are carrying out a review of our multi-agency Missing, Slavery, Exploitation, Trafficking (MSET) process, including reviewing exploitation framework and risk assessment/disruption documentation. We are currently consulting with social workers and members of MSET panel to evaluate how the process is working, identify any areas for improvement/good practice. This review is being carried out across the region as we all work to the same framework and processes are aligned, Gateshead, Newcastle, Northumberland, South Tyneside & Sunderland (North Tyneside have only recently moved to MSET process so felt it was too early for a review). Business Managers (SCP) are leading on this piece of work, with the Police. Gateshead are collating and analysing responses from the consolation.
- xix. Partners are being asked to note the findings of the Safeguarding Children's self-assessment audits and consider how this information can inform priority areas of work. Agencies will update their action plans and send notes around progress to the Safeguarding Children Business Manager, so the combined action plan can be updated. Safeguarding Children's Partnerships will consider if any further scrutiny or challenge is required and how to take this forward in their own areas
- xx. Review Gateshead Growing Healthy enhanced parenting pathway to ensure that through early intervention early in the first 1000 days of a child's life, from conception to 2 years of age; improvements in health; development and life chances can be achieved.
- xxi. Working with the Gateshead Young People's Assembly and Gateshead Health NHS Foundation Trust to capture young people's journeys in a visual representation in and around Gateshead and how the food environment differed on their journeys.

## Invest in Our Economy

- 3.32 As a Council we must focus on a range of activities to stimulate economic growth in Gateshead, attracting more and better paid jobs and improving the skills of the workforce in order to support them to manage and Thrive. We have identified 4 strategic indicators linked to the pledge of "***Invest in our economy to provide sustainable opportunities for employment, innovation and growth across the borough***". In the latest period we have demonstrated improvements for 2 indicators in this pledge, and a decline in performance for 1 indicator with no change in performance for 1 indicator.

## Performance

- 3.33 Support for young carers through the young carer's assessment service has increased compared to the numbers reported for the same period in the previous end of year report.
- 3.34 Of the 115 care leavers at the end of the period (31<sup>st</sup> March 2020), 98% were in suitable accommodation with only 2 identified as in unsuitable accommodation (in custody). This is no change on the position as of March 2019, where there were also 2 care leavers in unsuitable accommodation.
- 3.35 For the 71 care leavers a provisional figure of 61.7% were in some form of Employment, Education and Training in the current period.

3.36 For the period up to March 2020, there was 1 young person leaving care who was given an apprenticeship with the Council.

### Achievements, Challenges and Actions

3.37 Undertook a review of the Youth Justice Service to identify gaps in provision resulting in plans to develop prevention services offer.

### Update on Actions from Previous Report

Action	Thrive Pledge	Service Area	Update
Increase the apprenticeship offer across the Council for Care Leavers.	Invest in Our Economy	Children & Families	New apprenticeships co-ordinator appointed, which should drive this forward

### Actions for the next 6 Months

- xxii. EYCS - Work with the private, voluntary and independent (PVI) childcare sector to develop sustainable business models, post COVID-19, in order to ensure the Council continues to be able to meet its statutory childcare sufficiency duties.
- xxiii. IAG - Link to the Local Enterprise Partnership and colleagues with economic development to better understand and access the emerging jobs market in the area and region.
- xxiv. Funding bids:
  - a. PCC Children Affected by Domestic Abuse Fund for resources and equipment to work directly with children during COVID-19 pandemic.
  - b. PCC Coronavirus Response Fund for emergency resources for victims of domestic abuse.
  - c. PCC Violence Reduction Unit to support development of domestic abuse behaviour change framework and youth justice prevention offer.
- xxv. Increase the apprenticeship offer across the Council for care leavers.

### Support our Communities

3.38 Inequalities exist between people but also between communities, with some having much more deprivation, anti-social behaviour and poverty. As a council and group, we must be looking to help the most vulnerable neighbourhoods/ residents, to address poverty, build social capital and help and enable volunteering to support them to manage and Thrive. We have identified 4 strategic indicators linked to the pledge of **“Support our communities to support themselves and each other”**. In the latest period performance has declined in 3 indicators and 1 indicator has been removed.

## Performance

- 3.39 We have seen an increase of those Not in Education Employment or Training (NEET). The number of 'Not Known' has reduced – down from 0.4% of the cohort to just 0.2% of the cohort – however the NEET figure has increased from 4.6% to 4.8%. As a result, the overall indicator has declined from 4.9% to 5.0%. However, we must bear in mind that the 2019 activity survey cohort of year 12 & 13 (16-18 years) was approximately 200 persons less than the previous year. Making impacting upon statistics more challenging in relation to converting individuals into positive outcomes.
- 3.40 There were increases for both excess weight in 4-5-year olds and 10-11-year olds compared to the same period last year. The increase in 4-5-year old excess weight was significant at around 12.4% (the largest single year increase seen so far). For 10-11-year olds the increase has continued the developing trend of a year on year increase. Public health will be submitting what data they have under the acknowledgement that no measurements will have taken place since March when external visitors were banned from the schools. there will be an NCMP data set released in Nov/Dec 2020, it just may not be as complete as previous years
- 3.41 The child poverty indicator has now been removed by Public Health England pending the introduction of a brand-new indicator related to this area. At this time this new indicator is not available, and this will be updated once data is published.

## Achievements, Challenges and Actions

- 3.42 Escorted vulnerable children to and from school during COVID-19 lockdown.

### Update on Actions from Previous Report

Action	Thrive Pledge	Service Area	Update
Develop links with community voluntary groups in collaboration with the Councils 'prevention through support' initiative.	Support our Communities	Assessment & Intervention	Working with the Beacon Lough project – this is on-going

### Actions for the next 6 Months

- xxvi. A Youth Endowment Fund bid submitted to fund support for families experiencing violence from a child. This will develop t a remote version of the Respect Young Peoples Programme (RYPP) to support up to 60 families in 12 months. This funding bid was unsuccessful.
- xxvii. Develop volunteer opportunities within the Domestic Abuse Team.

## Section B: Performance Overview (Performance is measured against the position at same time last year)

Indicator	Thrive pledge	Service Director Lead	Target		Most Recent Performance	Direction of Travel	Comments and Actions
			2020	18/19			
<b>TI45</b> - Increase the % of Gateshead schools rated Outstanding	Tackle Inequality	Steve Horne	40%	-	32%	<b>Declined</b>	<ul style="list-style-type: none"> <li>This figure has dropped.</li> <li>The change in Ofsted framework has meant that many outstanding schools nationally are downgraded when they are re-inspected. there have been few inspections in Gateshead this year. there were only 4 primary schools- 2 remained good, one remained requires improvement and one was good (previously outstanding)</li> </ul>
<b>TI46</b> - Maximise the % of children offered a place at their preferred primary school	Tackle Inequality	Steve Horne	97%	-	97%	<b>Improved</b>	
<b>TI47</b> - Maximise the % of children offered a place at their preferred secondary school	Tackle Inequality	Steve Horne	95%	-	86%	<b>Declined</b>	<ul style="list-style-type: none"> <li>The figure relates to the 2020-21 academic year.</li> <li>The lack of secondary places in Gateshead following the closure of Thomas Hepburn school by DfE is well documented.</li> </ul>
<b>TI48</b> - Educational Attainment: Increase the % of children achieving a good level of development at age 5	Tackle Inequality	Steve Horne	Awaiting Government guidance on future of this indicator		73.4%	<b>Improved</b>	<ul style="list-style-type: none"> <li>This is an increase of 3.3% over last year and is the third highest figure amongst local authorities in the North East region.</li> </ul>
<b>TI49</b> - Reading - Increase the % of children attaining expected standard at the end of KS1	Tackle Inequality	Steve Horne	90%	-	75%	<b>Declined</b>	<ul style="list-style-type: none"> <li>Provisional figures have not been updated. (This is common DfE practice when changes would be very small.)</li> <li>This is down on last year's figure by 3%. It is equal 5th when compared with the 12 North East LAs.</li> </ul>
<b>TI50</b> - Writing - Increase the % of children attaining expected standard at the end of KS1	Tackle Inequality	Steve Horne	84%	-	70%	<b>Declined</b>	<ul style="list-style-type: none"> <li>Provisional figures have not been updated. (This is common DfE practice when changes would be very small.)</li> <li>This is down on last year's figure by 3%. It is equal 6th when compared with the 12 North East LAs.</li> </ul>
<b>TI51</b> - Maths - Increase the % of children attaining expected standard at the end of KS1	Tackle Inequality	Steve Horne	90%	-	75%	<b>Declined</b>	<ul style="list-style-type: none"> <li>Provisional figures have not been updated. (This is common DfE practice when changes would be very small.)</li> <li>This is down on last year's figure by 3%. It is equal 9th when compared with the 12 North East LAs.</li> </ul>
<b>TI52</b> - Increase the % of children attaining the "expected standard" at the end of KS2	Tackle Inequality	Steve Horne	85%	-	68%	<b>Declined</b>	<ul style="list-style-type: none"> <li>This figure is 3% lower than the previous year, but is 3% higher than the national average and is equal 3rd when compared with the 12 North East LAs.</li> </ul>

Indicator	Thrive pledge	Service Director Lead	Target		Most Recent Performance	Direction of Travel	Comments and Actions
			2020	18/19			
<b>TI53</b> - Raise Attainment 8 – scores of pupils at the end of KS4	Tackle Inequality	Steve Horne	50	-	46.9	Improved	<ul style="list-style-type: none"> <li>This figure has been revised by the DfE and is 0.7 higher than last year's.</li> <li>It is above the national state-school figure of 46.7.</li> </ul>
<b>TI20</b> - Raise progress 8 – scores of pupils at the end of KS4	Tackle Inequality	Steve Horne	-0.03	-	-0.17	Improved	<ul style="list-style-type: none"> <li>This is an improvement of 0.08 on last year's figure.</li> </ul>
<b>TI01 - Attainment Gap:</b> Reduce the gap between Attainment 8 and Progress 8 scores of disadvantaged pupils and their non-disadvantaged peers at KS4	Tackle inequality	Steve Horne	To be reviewed following 1st publication of data		-14.0	Improved	<ul style="list-style-type: none"> <li>This gap has reduced since last year.</li> <li>It is slightly larger than the national gap of -13.6. However, Gateshead's disadvantaged students attained on average 37.4 compared to the national state school average of 36.7. (The average for disadvantaged students in all schools in England was 35.4.)</li> </ul>
<b>TI02 - Progress 8 Gap:</b> Reduce the gap between Attainment 8 and Progress 8 scores of disadvantaged pupils and their non-disadvantaged peers at KS4	Tackle inequality	Steve Horne	To be reviewed following 1st publication of data		-0.6	Improved	<ul style="list-style-type: none"> <li>This gap has reduced slightly (by +0.06).</li> <li>The average progress score of disadvantaged students in Gateshead is lower than that of disadvantaged students nationally, despite average outcomes being higher.</li> </ul>
<b>TI03</b> - Attainment of vulnerable children. Raise progress 8 scores of Looked after Children at the end of KS4	Tackle inequality	Steve Horne	0	-	-1.5	Declined	<ul style="list-style-type: none"> <li>This figure is 0.14 lower than last years. However, as the cohort considered was 36 students it is prone to variance.</li> <li>The average Attainment 8 score for this group was 19.3, which is higher than the national figure of 17.9 (national progress score -1.47)</li> </ul>
<b>TI04</b> - Raise the Progress 8 scores of vulnerable children - children on Free School Meals	Tackle inequality	Steve Horne	0	-	<b>-0.73</b>	Improved	<ul style="list-style-type: none"> <li>This figure has risen by 0.14 from last year. It is lower than the National average for this group of students (-0.63) but the Attainment 8 score is higher than the National equivalent (35.2 cf 33.7).</li> </ul>
<b>TI05</b> - Raise the Progress 8 scores of vulnerable children - children with Special Educational Needs (SEN)	Tackle inequality	Steve Horne	0	-	-0.09 (SEN) (Summer 2019 Outcomes)  -1.69 (Statement or Care plan) (Summer 2019 Outcomes)	Improved   Declined	<p><b>SEN:</b> Young people with SEN Support made much better progress last year than the year before and performed relatively well when compared with their peers Nationally, also on SEN Support. Attainment 8 scores average at 37.4 cf 30.4 and the progress score for the National cohort is -0.65.</p> <p><b>Statement or Care Plan:</b> Outcomes for the 91 young people with an EHCP were not as good as those of their peers Nationally. The Progress 8 score of -1.69 is 0.13 lower than last year's and both Attainment 8 and Progress 8 scores for this group were lower than those for the National group.</p>

Indicator	Thrive pledge	Service Director Lead	Target		Most Recent Performance	Direction of Travel	Comments and Actions
			2020	18/19			
<b>TI06</b> - Reduce NEET rate (% not in education, training or employment as a proportion of 16-18 year olds)	Tackle inequality	Andrea Houlahan	4.8%	-	NEET 4.8% Not Known 0.2% Overall 5.0%	<b>Declined</b>	<ul style="list-style-type: none"> <li>The not known data for August 2019 was within the context of recent school leavers yet to enrol and engage in new Education, Employment and Training (EET) outcomes.</li> <li>The 2019 activity survey Sept-Dec tracked these individuals down, recorded their outcomes and where required supported their access and engagement into EET outcomes.</li> <li>The 2019 activity survey cohort of year 12 &amp; 13 (16-18 years) was approximately 200 persons less than the previous year. Making impacting upon statistics more challenging in relation to converting individuals into positive outcomes.</li> <li>Gateshead is within Quintile 3 which is the middle 20% of performing authorities with 1 being the top performing and being the worst.</li> </ul>
<b>PF13</b> - The number of eligible 2-year olds accessing their free early learning place) Page 173	People and families	Andrea Houlahan	To be agreed	85%	91.0% (760 children March 2020)	<b>Improved</b>	<ul style="list-style-type: none"> <li>The number of 2-year olds eligible for a funded place has continued to fall over the course of this year. This is due to a falling birth rate, and to fewer families meeting the eligibility criteria (non-working/ low income households).</li> <li>It is anticipated that this number will increase in 2020/21 as a result of COVID-19, with more families experiencing economic hardship.</li> <li>There is a concern that some childcare providers may cease to operate, due to sustainability as demand for childcare is currently significantly lower than usual, and even if demand increases, restrictions on the number of children they can safely care for will reduce their income.</li> </ul>
<b>PF20</b> - Work with families– National Troubled Families Programme - Number of families engaged by Families Gateshead	People and families	Andrea Houlahan	1,930 families		1,930 families achieved positive outcomes. Total of 2,706 families engaged.	<b>Improved</b>	<ul style="list-style-type: none"> <li>Full programme target achieved with successful outcomes for 1,930 families in 2016-20 - 100% of target against a national average of 86%.</li> <li>A total of 2,706 families engaged with the programme during this period.</li> <li>Gateshead will demonstrate/present evidence to show positive outcomes for a new target of 323 families during 2020-21.</li> </ul>
<b>IE17</b> - Support for young carers	Invest in our Economy	Andrea Houlahan	85	-	105 Referrals (01 Oct 19 - 31 Mar 20)	<b>Improved</b>	

Indicator	Thrive pledge	Service Director Lead	Target		Most Recent Performance	Direction of Travel	Comments and Actions
			2020	18/19			
<b>WT4</b> - First Time Entrants into youth justice system aged 10-17 (12-month lag PNC Rate per 100,000 of Population 10-17 yr. olds Rolling 12 Month)	Working together	Andrea Houlahan	398 per 100k (70 FTE)	-	235 Per 100k (40 FTE) (April 19 - Mar 20) (19/20 EoY Report)	Improved	<ul style="list-style-type: none"> <li>There were 40 First Time Entrants (FTEs) during the period April 2019 to March 2020.</li> <li>The latest YJB published data for the periods January 2019 - December 2019 and April 2019 - March 2020 are not included in the most recent publication (May 2020). This is due to the Ministry of Justice prioritising data needed during the COVID-19 pandemic.</li> </ul>
<b>WT5</b> - Custody – Use of custody rate per 1000 of 10-17 years population	Working together	Andrea Houlahan	Maintain low number of young people		0.18 per 1k (3 custodial sentences between April 2019 & March 2020) (19/20 EoY Report)	Declined	<ul style="list-style-type: none"> <li>There were 3 custodial sentences during the period April 2019 to March 2020.</li> <li>The latest YJB published data for April 19 to March 2020 shows the 12-month rate of Custody for Gateshead at 0.18, this confirms the 3 custodial sentences in the 12-month period. This is level with the Northumbria PCC regional average for this period (0.18) but below the National average (0.23).</li> </ul>
<b>WT16</b> - % of mothers smoking at the time of delivery (Rate of smoking at time of delivery)	Working together	Alice Wiseman	9.9%	-	<b>13.4%</b> (2018/19)	Improved	<ul style="list-style-type: none"> <li>Performance has improved on the previous end of year report</li> <li>Despite this Gateshead is significantly higher than the England rate (10.6%).</li> <li>However, we are significantly lower than the North East rate (15.7%).</li> <li>Gateshead has the 2<sup>nd</sup> lowest rate of the 12 North East LA's and the 2<sup>nd</sup> lowest rate of its 16 comparable CIPFA LA's.</li> </ul>
<b>SC9</b> - Reduce Excess weight 4-5-year olds excess weight =obese/overweight	Support our Communities	Alice Wiseman	18.1%	-	25.3% (2018/19)	Declined	<ul style="list-style-type: none"> <li>Gateshead is now significantly higher than the England rate of 22.6% for the first time since 2013/14 and we are higher but not significantly higher than the North East rate (24.3%) for the first time since 2013/14.</li> <li>This is Gateshead's highest prevalence of excess weight at 4-5-year olds since 2009/10 and our joint 2<sup>nd</sup> highest in the published 12 years of data.</li> <li>The increase for 2018/19 is the highest % point and the highest overall percentage increase since 2013/14.</li> <li>When compared to the national picture Gateshead has the 23<sup>rd</sup> highest level of excess weight amongst reception age children out of the 150 English LA's with a recorded level.</li> </ul>
<b>SC10</b> - Reduce excess weight 10-11-year olds (excess weight = Obese/overweight)	Support our Communities	Alice Wiseman	25%	-	37.8% (2018/19)	Declined	<ul style="list-style-type: none"> <li>Gateshead is higher but not significantly higher than the North East rate of 37.5% and is still considered significantly higher than the England rate of 34.3%.</li> <li>As a result of this latest increase Gateshead has now seen its Excess weight levels decrease by only 1.3% since 2007/08 (38.3%) this is despite an almost continually decrease in the levels up to 2014/15.</li> <li>When looking at the national picture Gateshead has the 42<sup>nd</sup></li> </ul>

Indicator	Thrive pledge	Service Director Lead	Target		Most Recent Performance	Direction of Travel	Comments and Actions
			2020	18/19			
							highest level of excess weight amongst year 6 age children out of the 150 English LA's with a recorded level.
<b>WT14</b> - Hospital admissions for self-harm rate per 100,000 (aged 10-24 years)	Working together	Alice Wiseman	Reduce	Reduce	380.8 per 100,000 (2018/19)	Improved	<ul style="list-style-type: none"> <li>This is Gateshead's lowest rate per 100,000 since the data was first published in 2011/12 by a significant margin.</li> <li>Gateshead is significantly lower than the North East (536.5) and is lower but not significantly lower than the England value (444.0).</li> <li>As a result of the decrease Gateshead has met the stated 5-year (19/20) target of reducing the rate per 100,000 (no specific target was set).</li> <li>Gateshead has the 2<sup>nd</sup> lowest rate of the 12 North East LA's, the 3<sup>rd</sup> lowest rate of its 16 comparable CIPFA neighbours.</li> <li>Compared to the other 152 English UTLA's Gateshead has the 89th highest rate in England.</li> </ul>
<b>Page 175</b> <b>PI18</b> - Reduce the % of children in low income families (children in poverty)	Support our Communities	Alice Wiseman	19.0%	-	Indicator Removed		<ul style="list-style-type: none"> <li>As a result of the government consultation on the Public Health outcomes framework tool this indicator will be replaced by a new version.</li> <li>The outcome of this is that the data source is no longer available in a reliable format to be used.</li> <li>Currently there is no timeframe for the replacement definition and data.</li> </ul>
<b>TI54</b> - Numbers of children subject to a child protection plan	Tackle inequality	Andrea Houlahan	54 per 10k	-	69.2 per 10k	Declined	<ul style="list-style-type: none"> <li>At the end of March 2020 there were 274 children subject to a child protection plan (a rate of 69.2 per 10,000).</li> <li>This represents a 4.6% increase compared to March 2019, when 262 children were subject to a child protection plan (a rate of 66.2 per 10,000). Throughout the year, 316 children were placed on a child protection plan and 304 ceased to be subject to a child protection plan.</li> <li>Please note, these figures were prior to lockdown and do not reflect the impact of COVID-19.</li> </ul>
<b>IE18</b> - Ensure young people leaving care and homeless are supported to have a safe place to live, appropriate and sustainable accommodation	Invest in our Economy	Andrea Houlahan	100%	100%	98%	No Change	<ul style="list-style-type: none"> <li>There are currently 115 care leavers open to the leaving care team.</li> <li>2 young people have been identified as being in unsuitable accommodation (both in custody).</li> </ul>
<b>IE19</b> - Ensure young people leaving care are supported to be in education, employment, apprenticeships, and training	Invest in our Economy	Andrea Houlahan	71%	71%	62%	Improved	<ul style="list-style-type: none"> <li>71 care leavers have been identified as being in some form of EET, which at 61.7% is in line with the 2017/18 England average of 60.2%, higher than the North East average of 58.1% and slightly lower than the statistical neighbour average of 62.2%.</li> </ul>

Indicator	Thrive pledge	Service Director Lead	Target		Most Recent Performance	Direction of Travel	Comments and Actions
			2020	18/19			
<b>IE20</b> - Equality Target: Ensure young people leaving care are supported to have an opportunity in the Council for an apprenticeship	Invest in our Economy	Andrea Houlahan	-	-	1 Apprenticeship	<b>N/A</b>	
<b>TI44</b> Measure the percentage uptake of free school meals at primary level	Tackling Inequality	Sandra Watson	-	-	81.4% Average uptake	<b>Brand new</b>	Uptake in March was impacted by COVID-19 as most pupils were absent for the final week, which has brought our uptake down significantly - this is not a true reflection of the operation under normal circumstances.