

Godstone Primary and Nursery School

COVID-19 Risk Assessment



Risk Assessment completed by: Senior Leadership Team

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Version: 6

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The following guidance was used to assist in the writing of this document:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

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

<https://www.gov.uk/guidance/national-lockdown-stay-at-home#going-to-work>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

[Risk assessment - Working safely during the coronavirus \(COVID-19\) pandemic](#)

[Dedicated transport to schools and colleges COVID-19 operational guidance](#)

[Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK \(www.gov.uk\)](#)

[Managing coronavirus \(COVID-19\) in education and childcare settings](#)

[Health and safety: responsibilities and duties for schools](#)

The following school policies (but not limited to) should also be reviewed and updated as required:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Health and Safety Policy
- Infection Control Policy
- First Aid Policy

Area of need	Possible hazards to be mitigated against	Risk – how likely is it to happen (H/M/L)	Measures put in place to control the risk.	Measures to be completed to manage the risk – who needs to complete the action and by when?
General - Awareness of and adherence to policies and procedures				
Risk assessment	<p>Communication between stakeholders could become disjointed.</p> <p>Several COVID-19 updates in a short space of time could lead to information being misread or missed.</p>	<p>M</p> <p>L</p>	<ul style="list-style-type: none"> Email staff any changes to risk assessment following any reviews. Update and review the risk assessment to meet the new requirements of the new Government guidance. Review health and safety risk assessments in light of this refreshed guidance. The risk assessment will be displayed online if the school employs more than 50 people. Our school does not meet this criteria. The whole school risk assessment is reviewed at the end of each month by SLT and then emailed to staff. Staff are encouraged to speak with SLT to resolve potential issues. Any concerns in respect of the controls should be raised initially with line management and trade union representatives. SLT will recognise those concerns and give them proper consideration. An electronic copy of any risk assessment will be circulated in relation to COVID-19. Saved on the system – STAFF SHARE > CORONAVIRUS > 2021-2022. 	<ul style="list-style-type: none"> Set up a new COVID-19 Breach Log – Nick Usher – 2.9.21
Communication	Communication between stakeholders could become disjointed.	M	<ul style="list-style-type: none"> Schools do not need to request proof of a negative COVID-19 test results. Communication templates have been created to distribute in case of a positive COVID-19 case for staff, parents and governors. The office team have been trained to ask COVID-19 related questions of a visitor on arrival. Alison Becconsall, Teaching Assistant (TA) was appointed as Health and Safety Representative to liaise with the leadership team. Acting Headteacher's welcome back letter and subsequent letters includes COVID-19 health and safety reminders. Monthly newsletter to parents includes COVID-19 health and safety reminders. A flow chart detailing which procedures to use in different COVID-19 situations is used. 	
When an individual develops COVID-19 symptoms or has a positive test				
COVID-19 symptoms	Staff and pupils may not recognise the symptoms of COVID-19 and arrive at	M	<ul style="list-style-type: none"> If a pupil or staff member develops COVID-19 symptoms or has a positive test they will follow public health advice on <u>when to self-isolate and what to do</u>. They should not come into school if they have symptoms, have had a 	

	<p>school.</p> <p>Staff, parents and pupils may not be aware of the new self-isolation guidance.</p> <p>A staff member or pupil may bring COVID-19 into school and spread the virus.</p> <p>Minimise contact with individuals who are unwell with COVID-19 symptoms</p>	<p>M</p> <p>H</p> <p>H</p>	<p>positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <ul style="list-style-type: none"> • If anyone in the school develops <u>COVID-19 symptoms</u>, however mild, they will be sent home and they should follow public health advice. • The 'Flowchart school response to suspected or confirmed COVID-19 cases' will be followed for suspected or confirmed cases. • For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. • The household (including any siblings) should follow the PHE <u>stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or they have been requested to do so by NHS Test & Trace. • If the person tests positive for COVID-19, the member of staff and any close contacts will be advised to get a PCR test if they are fully vaccinated or instructed to self-isolate for 10 days if not vaccinated. • Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <u>COVID-19: cleaning of non-healthcare settings guidance</u>. • Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <u>Cleaning in non-healthcare settings guidance</u>. • A person with COVID-19 symptoms will be advised to not visit the GP, pharmacy, urgent care centre or hospital in accordance with government guidelines. 	
<p>Isolation room</p>	<p>The isolation room is secure and not accessed by others when in use.</p> <p>Staff members understand the procedures and protocols.</p>	<p>L</p> <p>M</p>	<ul style="list-style-type: none"> • If a pupil is awaiting collection, the child will be isolated behind a closed door (if age appropriate) and supervised by an adult in the medical bay of the school office. • Appropriate PPE should be used if close contact is necessary (such as for a very young child or a child with complex needs). Further information on this can be found in the <u>use of PPE in education, childcare and children's social care settings</u> guidance. Any room used should be cleaned after they have left. 	<ul style="list-style-type: none"> • Move the isolation room and PPE to the main office sick bay – Office team – 2.9.21

	Staff members need time to clean an area after use.	L	<ul style="list-style-type: none"> Children needing the bathroom whilst waiting to be collected will use the toilet next to the office. After use, it will be cleaned and disinfected. If the isolation bay is full or it is not possible for the child to self-isolate, then the child will be moved to an area that is at least 2m apart from others. 	
COVID-19 storage of waste	A person accessed the waste storage area. Waste is securely held and all staff know the procedures for this.	L L	<ul style="list-style-type: none"> A secure place, by the bin store, has been identified for suspected COVID-19 waste to be stored. 	
Attendance of children	Parents may inform the school that their child has taken a LFT or PCR test but does not need to show evidence. Parents may send their child to school with COVID-19 symptoms.	L M	<ul style="list-style-type: none"> Any pupil or parent sent home will be asked to have a COVID-19 test for the safety of all stakeholders before their return. Any decisions made with regards to next steps for the pupil or adult will be made by a member of the Senior Leadership Team (SLT). In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, we will take the decision to refuse the child if in our reasonable judgement it is necessary to protect their pupils and staff from possible infection with COVID-19. Any such decision would be carefully considered in light of all the circumstances and the current public health advice. 	
Use of medication	Correct administration of medication to a person with COVID-19 symptoms.	L	<ul style="list-style-type: none"> Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy. In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with COVID-19 symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. 	
Communication	Staff absence affecting the day to day running of the school.	M	<ul style="list-style-type: none"> Staff are required to contact the Acting Head if they or someone in their household experiences symptoms and to then follow current government guidelines. 	
Where recommended, use of face coverings				
Use of face coverings	Heightened risk of transmission of COVID-19 with lessened use of face coverings.	M	<ul style="list-style-type: none"> From Step 4 (19.7.21), face coverings are no longer recommended for pupils, staff and visitors either in classrooms or in communal areas. 	
Clean hands thoroughly more often than usual				
Regular cleaning	Children and adults may not clean their hands as regularly as required.	M	<ul style="list-style-type: none"> Staff share instructions to enforce hygiene requirements with the children weekly. Pupils clean their hands regularly, including: 	<ul style="list-style-type: none"> Ensure that all children are regularly washing their hands,

			<ul style="list-style-type: none"> ○ when they arrive at the school ○ when they return from breaks ○ before eating <ul style="list-style-type: none"> ● Pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. ● Building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them. 	<p>at least twice a day – All staff - Ongoing</p>
SEND Children	<p>Extra supported needed for children with additional needs.</p> <p>Meeting the needs of all children whilst managing the COVID-19 pandemic.</p>	<p>L</p> <p>L</p>	<ul style="list-style-type: none"> ● Staff working with pupils who spit uncontrollably will require more opportunities to wash their hands than other staff. ● Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' will also need more opportunities to wash their hands. ● Continue to help pupils with complex needs to clean their hands properly. ● Children with complex needs will be given additional support to clean their hand properly. ● Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. ● The SENCo has identified high needs children and completed individual risk assessments. ● The SENCo has identified the SEND children who need specific help and put health care measures in place. ● SLT have identified pupils who remain under the care of a specialist health professional. ● The school will work closely with the local authority and health partners, to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. ● The statutory duties and timescales remain in place for EHC needs assessments and reviews. 	
Premises Management	<p>All staff and children have the cleaning products available to regularly wash their hands.</p> <p>Correct cleaning products are used throughout the school.</p>	<p>M</p> <p>H</p>	<ul style="list-style-type: none"> ● Ensure there is enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly. ● There is a provision of liquid hand soap and disposable paper towels instead of hand dryers (where practical) in toilets. Supplies are regularly checked by the premises manager. ● A COSHH Report details what to clean, when to clean, frequency of cleaning and an approved list of chemicals. ● Items that are suspected of containing COVID-19 will be double bagged, left for 72 hours and then disposed of. 	

	Other aspects of health and safety continue to be met.	H	<ul style="list-style-type: none"> The school have purchased and distributed foot operated pedal bins for tissues. Hand sanitiser and tissues are available in classrooms and other key locations. Use of hand sanitiser monitored by adults to prevent possible ingestion. A hand sanitiser has been installed outside the front access door of the school. Solo (contract cleaners), thoroughly clean each room within the school daily. The premises manager checks quality of cleaning from contractors. Fire doors have been checked and are operational at all times The fire alarm system is tested weekly. Emergency lights have been tested and are fully operational. Fire drills are conducted half termly. Legionella 'flushes' are conducted weekly to prevent stagnation of water. 	
Good respiratory hygiene				
Communication	Children and staff do not know the correct approach to good respiratory hygiene.	M	<ul style="list-style-type: none"> Utilise the 'Catch it, bin it, kill it' approach and ensure that there are a suitable number of tissues and bins available in the school to support pupils and staff to follow this routine. Regular reminders about hand washing and social distancing; E-Bug (or similar) posters displayed in all classrooms, at the main entrance/front office, in places visible from the school gate, in the staffroom and all toilets. The children will be reminded of the importance of catching any coughs and sneezes in their elbow or a tissue, binning the tissue and killing the germs by washing hands. Social stories and visuals will be utilised in school to revise the importance of the above with the children. 	
Risk assessments	Supporting children with additional needs to access good respiratory hygiene measures.	L	<ul style="list-style-type: none"> Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. 	
Cleaning and disinfection				
Enhanced cleaning regime	<p>All cleaning is enhanced to counteract the transmission and spread of the COVID-19 virus.</p> <p>All staff members play an active part in enhanced cleaning.</p>	<p>H</p> <p>M</p>	<ul style="list-style-type: none"> Put in place and maintain an enhanced cleaning schedule. This will include: <ul style="list-style-type: none"> more frequent cleaning of rooms or shared areas that are used by different groups. frequently touched surfaces being cleaned more often than normal cleaning toilets regularly. encouraging pupils to wash their hands thoroughly after using the toilet. 	<ul style="list-style-type: none"> Re-issue a cleaning rota for the Autumn Term – Alison Becconsall – 2.9.21

Wraparound care (SWANS)	Equipment used by multiple children in different classes could spread COVID-19.	M	<ul style="list-style-type: none"> Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap around care providers. 	<ul style="list-style-type: none"> Prepare the practical bay for Swans WAC use – Duncan Stewart, Sam Brown and Clare Jones – As soon as possible
Spillage of bodily fluids	Bodily fluids not cleaned up immediately could lead to the spread of the COVID-19 virus.	H	<ul style="list-style-type: none"> Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance. 	
SOLO cleaning	Cleaning needs to be enhanced to prevent the spread of COVID-19.	H	<ul style="list-style-type: none"> Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. The School Business Manager (SBM) arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. The premises manager monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus. 	
	Management of the cleaning contractors to ensure thorough cleans.	M		
Minimise contact				
Bubbles / Groupings	Enhanced risk of transmission of COVID-19 through children mixing.	H	<ul style="list-style-type: none"> From Step 4 (19.7.21), it is no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). Bubbles will not need to be used for any summer provision or in schools from the autumn term. 	<ul style="list-style-type: none"> Complete the individual COVID-19 risk assessment and give to Tim – Tim Preston – 6.9.21 Move the staff room table and chairs from the library to the staff room – Tim Preston – 2.9.21 Move the library furniture from the hall to the library – Eloise Barwick – 2.9.21
Educational visits	Enhanced risk of transmission of COVID-19 via educational visits.	H	<ul style="list-style-type: none"> The school can go on international visits that have previously been deferred or postponed and organise new international visits for the future. The school is aware that the travel list (and broader international travel 	

	<p>Loss of money through cancelled trips and visits.</p> <p>Staff absence due to changing travel guidance.</p>	<p>M</p> <p>M</p>	<p>policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and the school will comply with international travel legislation and will have contingency plans in place to account for these changes.</p> <ul style="list-style-type: none"> • The school will liaise with either its visit provider to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits. • The school will undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. 	
Wraparound care (SWANS)	Children from different year groups mixing with each other in wraparound care.	H	<ul style="list-style-type: none"> • From Step 4 (19.7.21), it is no longer recommended necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision or from the autumn term. • From Step 4 (19.7.21), it is no longer advised that providers limit the attendance of parents and carers at sessions. The school will continue to ensure that parents' and carers' most up-to-date contact details are held in case of an emergency. • Wraparound childcare and other organised activities for children may take place in groups of any number within usual staffing ratios. • Providers caring for children: <ul style="list-style-type: none"> ○ under 5 years only should refer to the guidance for early years and childcare providers during the COVID-19 pandemic ○ both under 5 years and aged 5 years and over, in mixed groups together, should follow the guidance on actions for out-of-school settings. 	
Sports Provision	Enhanced risk of transmission of COVID-19 via sporting competitions.	H	<ul style="list-style-type: none"> • All sports provision, including competition between settings, should be planned and delivered in line with government guidance. • Providers of sports activities will also refer to: <ul style="list-style-type: none"> ○ guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England ○ advice from organisations such as the Association for Physical Education and the Youth Sport Trust ○ guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents and using changing rooms safely 	
Performance,	Spread of COVID-19 through	H	<ul style="list-style-type: none"> • Singing, wind and brass instrument lessons can be undertaken, following 	

events and music	playing different instruments. Transmission of COVID-19 through performances.	M	<p>guidance provided by the DCMS working safely during coronavirus (COVID-19): performing arts.</p> <ul style="list-style-type: none"> • If planning an indoor or outdoor face-to-face performance in front of a live audience, the school will also follow the latest advice in the DCMS working safely during coronavirus (COVID-19): performing arts. • If delivering sporting or other organised events, more information can be found in the COVID-19: Organised events guidance for local authorities. • Where the school premises are hired for use by external wraparound childcare providers, such as after-school or holiday clubs, these organisations will: <ul style="list-style-type: none"> ○ consider the relevant government guidance for their sector ○ put in place protective measures. 	
Keep occupied spaces well ventilated				
Natural ventilation	Closed rooms will lead to greater concentrations of COVID-19 being circulated.	M	<ul style="list-style-type: none"> • Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including: <ul style="list-style-type: none"> ○ natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air ○ natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information. • See ventilation policy for further guidance. 	
Working environment	Open classrooms can lead to children and staff working in an uncomfortable working environment.	L	<ul style="list-style-type: none"> • To balance the need for increased ventilation while maintaining a comfortable temperature, consider: <ul style="list-style-type: none"> ○ opening high level windows in colder weather in preference to low level to reduce draughts ○ increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) ○ providing flexibility to allow additional, suitable indoor clothing ○ rearranging furniture where possible to avoid direct draughts • Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. • See ventilation policy for further guidance. 	

CO2 monitors	Monitoring of CO2 maintained at satisfactory levels.	L	<ul style="list-style-type: none"> CO2 monitors and guidance for their use will be provided to the school during the Autumn term. See ventilation policy for further guidance. 	
Promote and engage in asymptomatic testing, where available				
Lateral flow testing	Staff who do not test could bring the COVID-19 virus in to the school setting.	M	<ul style="list-style-type: none"> Testing remains important in reducing the risk of transmission of infection within schools. Staff undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. There is no need for primary age pupils (those in year 6 and below) to test. 	<ul style="list-style-type: none"> Inform Nick of COVID-19 lateral flow test results on Mondays/Thursdays – All staff - Ongoing
Confirmatory PCR tests	Staff and children who do not take a confirmatory test for COVID-19 symptoms could spread the virus.	M	<ul style="list-style-type: none"> Staff and pupils with a positive LFD test result should self-isolate in line with the <u>stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They will also need to <u>get a free PCR test to check if they have COVID-19</u>. Whilst awaiting the PCR result, the individual should continue to self-isolate. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms. Additional information on <u>PCR test kits for schools and further education providers</u> is available. 	
Risk assessment	Staff not knowing the risks and benefits of asymptomatic testing could lead to non-participation.	L	<ul style="list-style-type: none"> The school has a separate risk assessment for asymptomatic testing which has been circulated to all staff. 	
Promoting asymptomatic testing	Staff not knowing the risks and benefits of asymptomatic testing could lead to non-participation.	L	<ul style="list-style-type: none"> Rapid testing remains a vital part of plans to suppress this virus. Asymptomatic testing is promoted in the weekly briefing and communications to staff. 	
Test and trace				
Procedures	Staff, children and parents not working collaboratively with NHS Test and Trace could lead to delays in identifying future cases and spread the virus further.	L	<ul style="list-style-type: none"> From Step 4 (19.7.21), close contacts will be identified via NHS Test and Trace and the school is no longer expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. The school is aware it may be contacted in exceptional cases to help with 	

			identifying close contacts, as currently happens in managing other infectious diseases.	
Self isolation	Staff, children and parents may not know about the changes to the self-isolation rules. Therefore, they may not follow the rules appropriately.	M	<ul style="list-style-type: none"> Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply: <ul style="list-style-type: none"> they are fully vaccinated they are below the age of 18 years and 6 months they have taken part in or are currently part of an approved COVID-19 vaccine trial they are not able to get vaccinated for medical reasons Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to <u>take a PCR test</u>. Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport. 	<ul style="list-style-type: none"> Staff to tell Nick they have had none, some or all COVID vaccinations – Nick Usher – 6.9.21
Promoting the use of a PCR test	Staff, parents and children may not follow the advice and take a PCR test. There is no obligation for staff, parents or children to report their PCR test results.	M M	<ul style="list-style-type: none"> The school will encourage all individuals to take a PCR test if advised to do so. 	
Managing confirmed COVID-19 cases				
Positive COVID-19 cases	Staff and children may not follow the correct procedures if they have COVID-19 symptoms.	M	<ul style="list-style-type: none"> Confirmed cases of COVID-19 will be managed by the school should they arise in any of the following cases: <ul style="list-style-type: none"> if a pupil or staff member develops COVID-19 symptoms or has a positive test; if anyone in the school develops COVID-19 symptoms, however mild. In any of these cases, the school will refer to the 'When an individual develops COVID-19 symptoms or has a positive test' section. 	
Contain any outbreaks				
Contingency framework	Staff, parents and children may not follow the contingency plan and therefore may lead to further cases of COVID-19.	L	<ul style="list-style-type: none"> The <u>contingency framework</u> describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. 	

Contingency plan	Staff, parents and children may not follow the contingency plan and therefore may lead to further cases of COVID-19.	L	<ul style="list-style-type: none"> The school's Contingency Plan describes what it would do if children, pupils, students or staff test positive for COVID-19, or how the school would operate if it was advised to reintroduce any measures described in this document to help break chains of transmission. The Contingency Plan will be kept up-to-date and relevant to the school's unique setting, referencing the government's COVID-19 Contingency Framework and the Surrey County Council local outbreak control plan. 	
Risk assessment	Staff, parents and children may not follow the contingency plan and therefore may lead to further cases of COVID-19.	L	<ul style="list-style-type: none"> This risk assessment links to a contingency plan which sets out the additional protective measures which will be considered in the case of and for the duration of an outbreak. 	
Attendance				
Compulsory Attendance	Parents may not want to send their children to school due to the ongoing pandemic.	L	<ul style="list-style-type: none"> Attendance is compulsory for all children, unless advised otherwise by Public Health England. 	
Clinically extremely vulnerable (CEV)	If a child or family member is CEV, then they may not want to send their children to school due to the ongoing pandemic.	L	<ul style="list-style-type: none"> All clinically extremely vulnerable pupils should attend school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is clinically extremely vulnerable should continue to attend school as normal. Further information is available in the guidance on supporting pupils at school with medical conditions and guidance on protecting people who are clinically extremely vulnerable. 	
Elective Home Education	Parents may choose to 'elect to home educate' their child if they feel that the risk of the pandemic is too great.	L	<ul style="list-style-type: none"> Parents can 'elect to home educate' (EHE) their children and must complete the form on the school website. Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs. 	
Travel and quarantine	Staff and/or children may be delayed in returning to school following a travel quarantine period.	L	<ul style="list-style-type: none"> All pupils travelling to England must adhere to current legislation, details of which are set out in government travel advice. Those aged 11 to 17 need proof of a negative COVID-19 test to travel to England (children aged 10 and under are exempt from this) and those aged 5 to 17 must take a COVID-19 travel test on or before day 2. More information is provided in the government's quarantine and testing guidance. The school will check the current 'red list' and liaise with parents to ensure any pupils arriving from or through an affected country will follow this 	

			<p>advice.</p> <ul style="list-style-type: none"> Staff must take account of any quarantine periods when taking holidays, ensuring that this does not disrupt their return to school with the start of a new term or half term. 	
Monitoring attendance	Accurate monitoring attendance needs to be exemplary to ensure that all children access school regularly.	M	<ul style="list-style-type: none"> The Acting Head and Attendance Officer monitor attendance fortnightly. Attendance in the register and follow up on absences of the pupils who are expected to be in school. The usual rules on school attendance apply, including: <ul style="list-style-type: none"> It is the parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) The ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct The school is responsible for recording attendance, following up absence and reporting children missing education to the local authority. 	
Workforce				
Clinically extremely vulnerable (CEV)	If a staff member is CEV, then they may not want to attend school due to the ongoing pandemic.	L	<ul style="list-style-type: none"> Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the <u>19 July guidance on protecting people who are CEV from COVID-19</u>. The school is able to explain the measures it has in place to keep CEV staff safe at work, noting the Health and Safety Executive's (HSE) <u>guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace</u>. 	
Pregnant women	Pregnant women may not want to attend school due to the ongoing pandemic.	L	<ul style="list-style-type: none"> Pregnant women are considered 'clinically vulnerable' or in some cases 'clinically extremely vulnerable' to coronavirus (COVID-19) and therefore require special consideration as set out in the <u>guidance for pregnant employees</u>. Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). Pregnant women of any gestation should not be required to continue working on site if this is not supported by the risk assessment. Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should take a more precautionary approach. Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield). 	

Emergencies				
First aid policy	Ensure that all policies are used correctly and followed.	L	<ul style="list-style-type: none"> The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy. 	
SIMS	Ensure that contact can be made with all stakeholders quickly and efficiently to mitigate risk.	L		All pupil emergency contact details are up to date, including alternative emergency contact details – Office team – 13.9.21
Contacting parents	Ensure that contact can be made with all stakeholders quickly and efficiently to mitigate risk.	L	<ul style="list-style-type: none"> Pupils parents are contacted as soon as practicable in the event of an emergency. Pupils alternative contacts are called where the primary emergency contact cannot be contacted. 	
Managing School Transport				
Travel to and from school	Travel in congested forms, such as trains, buses, car shares etc could lead to the spread of COVID-19.	L	<ul style="list-style-type: none"> Parents and pupils are encouraged to walk or cycle to school, where possible. 	
Mixing	Travel in congested forms, such as trains, buses, car shares etc could lead to the spread of COVID-19.	L	<ul style="list-style-type: none"> Maximising distancing and minimising mixing is no longer recommended, but unnecessary risks such as overcrowding should be minimised. 	
Transport (i.e. taxis)	Travel in congested forms, such as trains, buses, car shares etc could lead to the spread of COVID-19.	L	<ul style="list-style-type: none"> Transport providers, as far as possible, are advised of the need to follow hygiene rules and to ensure vehicles are well ventilated when occupied, particularly by opening windows and ceiling vents. Where possible, transport arrangements are organised to cater for any changes to start and finish times. Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times). For more information on home to school transport – Dedicated transport to schools and colleges COVID-19 operational guidance 	
COVID-19 symptoms	Travel in congested forms, such as trains, buses, car shares etc could lead to the spread of COVID-19.	L	<ul style="list-style-type: none"> Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus, and should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection 	
Additional				
Early Years	Younger children may	M	<ul style="list-style-type: none"> Milton, in addition to a range of other products, are used to clean 	

	<p>spread bodily fluids with other children more easily.</p> <p>Younger children may need additional support with hand washing and general care.</p> <p>Resources may be used and shared more freely in Early Years.</p>	<p>M</p> <p>M</p>	<p>play/outdoor equipment for early years.</p> <ul style="list-style-type: none"> • Resources cleaned more frequently, with cleaning logs to show when resources were cleaned. • Toilets to be monitored throughout the day and cleaned as necessary. • Children wash hands regularly including: <ul style="list-style-type: none"> - when they arrive at Nursery/School - when they come in from the outside area - before eating - after using the toilet - before and after nappy changing (staff) - when staff return from breaks • There is enhanced cleaning in food preparation areas. • Tables are cleaned before children use them for eating. 	
<p>Remote education</p>	<p>Children's education may become disjointed if learning from home or out of the school setting.</p>	<p>H</p>	<ul style="list-style-type: none"> • All children who are not physically unwell will have access to remote education as soon as reasonably practicable, which may be the next school day. • The Remote Learning Provision document is attached to the school website. • The amount of remote education provided will be, as a minimum: <ul style="list-style-type: none"> - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children - Key Stage 2: 4 hours a day • Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. • We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need. • Microsoft Teams and Class Dojo have been selected as the school's medium for home learning. • The school will overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> - distributing school-owned laptops accompanied by a user agreement or contract. - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. 	<ul style="list-style-type: none"> • Send the remote education plans to Mandie in preparation for any children self isolating – All teachers – 6.9.21

			<ul style="list-style-type: none"> • Use an engagement log for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. • Identify a named senior leader (Liz Hellier) with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. • Teachers will be expected to: <ul style="list-style-type: none"> - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum - Set meaningful and ambitious work each day in an appropriate range of subjects - Use online video lessons that are not necessarily recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content. - Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources - Provide opportunities for interactivity, including questioning, eliciting and reflective discussion - Provide scaffolded practice and opportunities to apply new knowledge - Give pupils timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge • Avoid an over-reliance on long-term projects or internet research activities. 	
Recovery curriculum	Children's education may become disjointed if learning from home or out of the school setting.	H	<ul style="list-style-type: none"> • A recovery curriculum was implemented in the autumn term. • The Catch Up Premium funding has been reviewed to select effective interventions and resources. • Pupil Progress Meetings identified areas of concern that will be addressed through Quality First Teaching (QFT) and interventions where appropriate. • PSHE and wellbeing bespoke lessons/assemblies have been designed to support children's mental health. • The Government's catch up premium funding is being utilised to support language development with a group of children in Year 1 using the Nuffield Early Language Intervention (NELI) programme. • Small group tutoring is being utilised for those who have been most disadvantaged by coronavirus in years one to six. • Learning Mentor and Speech and Language sessions will continue as 	
Interventions	Catch up sessions may not meet the individual needs of each child.	M		

			<p>normal.</p> <ul style="list-style-type: none"> The school has appointed a new ELSA (Emotional Learning Support Assistant). Sessions have now resumed. 	
Behaviour	When in unfamiliar scenarios, children may react in a different way than usual.	M	<ul style="list-style-type: none"> All staff have very high expectations of each child's behaviour and enforce this with clear rules, opportunities for positive recognition and consequences. The school's structure and behaviour policy will remain unchanged. Staff will not tolerate deliberate spitting or coughing on people, as this will increase the risk cross transmission of COVID-19. In these instances, children may be sent home. 	
Uniform	<p>Uniform may not be as readily available for children during the pandemic.</p> <p>Parents and families may be financially affected by the COVID-19 pandemic and therefore unable to purchase uniform.</p>	L L	<ul style="list-style-type: none"> Children will continue to wear their school uniform as normal. Allowances and support is given to families who are struggling to purchase new uniform. Extra layers of clothing can be worn, under uniform, due to the increased ventilation of classrooms. Uniforms do not need to be cleaned: <ul style="list-style-type: none"> More often than usual Using different methods Godstone United Charities will work with the school to offer financial support to families. 	
Performance management and appraisals	Performance management procedures may be hard to evidence if children and staff are not in school.	M	<ul style="list-style-type: none"> We will continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We will adapt performance management and appraisal arrangements to take account of the ongoing circumstances. We will ensure that staff are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of any further closure of schools. 	
Mental health and wellbeing	Staff, parents and children may be adversely affected by the ongoing COVID-19 pandemic. This may affect them emotionally, socially, financially, behaviourally, etc.	H	<ul style="list-style-type: none"> Staff who feel anxious will be given support through the 'wellbeing package' that has been invested in by Godstone Primary and Nursery School. Reasonable adjustments for disabled workers will be assessed on an 'as required' basis. Mental health support is in place through www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers Education support partnership is in place through www.educationsupport.org.uk Staff are encouraged to come forward confidentially with any concerns they have about workload or wellbeing. 	

			<ul style="list-style-type: none"> • Nick Usher has been identified as the Wellbeing Lead. Laura Skingley and Fiona Quelch are the Mental Health First Aiders. • Staff are encouraged to take breaks outdoors where practical, maintaining social distancing. • A weekly briefing is sent as a weekly update email from school leaders ensuring that all staff are well informed of key messages and reminded about wellbeing issues. This is sent every Friday, before 2pm, where possible. • Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. • NHS mental health services have remained open, and we will refer children to their local NHS mental health service • The school will utilise ELSA and Learning Mentor to support each child's mental health and wellbeing • Ensure a work/life balance for all staff. 	
Monitoring and reporting	Staff may not report breaches of the risk assessment if they do not know how to.	M	<ul style="list-style-type: none"> • Any breaches or perceived breaches of the risk assessment should be reported to SLT and will be logged on the 'COVID-19 Breach Log'. • The risk assessment will be reviewed by SLT and the Health and Safety Representative monthly. 	