



Dorset Council – School Risk Assessment Template: Managing emerging from lockdown May 2020

This document is based on the arrangements communicated to schools in the documents below. The definitive advice for schools remains the DFE guidance. Individual school level planning should take account of these, and not go beyond the requirements of these documents.

This document covers:

- Planning and organising
- Communicating your plans
- When open
- Cleaning and hygiene
- Social distancing
- Use of outdoor space
- For shared rooms
- Shared resources
- Transport

Following completion of this document maintained schools should return a copy of it to childrenc19@dorsetcouncil.gov.uk before 1st June. Academy schools and trusts may use this for guidance or use their own templates. Where this is so please send a copy of your template to the same email address so we can monitor provision across the council area.

Specific education advice and support is available through the childrenc19@dorsetcouncil.gov.uk email box or if urgent through calling Mark Blackman on **01305 228241**

<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#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-on-1-june>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

School Name: St Nicholas CE VA Primary School, Child Okeford	Specific Actions	Residual risks	Lead responsible and completed date
Planning and organising			
Ensure that all health and safety compliance checks have been undertaken before opening in respect of:	<p>The school has not been closed during this period of lockdown so normal operating systems and checks have still taken place.</p> <ul style="list-style-type: none"> • hot and cold water systems • gas safety • fire safety • security including access control and intruder alarm systems • ventilation – classroom areas all have good ventilation, with most having a door to the outside which can be opened. • kitchen equipment – the school is going to be using the cold packed lunch service for FSM and infant meals during this time 		JW
organise small class groups, as described in the 'class or	There will be a maximum of 15 children in each classroom. Some classes may be smaller depending	- children in keyworker groups change daily both in respect of	

<p>group sizes' section above</p>	<p>on uptake.</p> <p>Staff deployment to achieve this</p> <ul style="list-style-type: none"> - Acorns – Miss Ireland - Chestnuts – Mrs Wilson/Mrs Corbett - Critical Workers 1 – Mrs Corbett/Mrs Ferguson - Critical Workers 2 – Mr Adey <p>Contact across groups of children and staff has been kept to a minimum</p>	<p>numbers and who is attending. This group will therefore not have consistency of children.</p>	
<p>organise classrooms maintaining space between seats and desks where possible</p>	<ul style="list-style-type: none"> - Desks have been spread out in the classrooms - There will be two children at each table, one at either end. - Children will keep bags and coats on the chairs next to them to avoid items mixing eg no book bag, jumper box etc water bottles kept on own tables. - Only essential items will go between home and school eg. lunch boxes, water bottles 		
<p>decide which lessons or activities will be delivered</p>	<ul style="list-style-type: none"> - There will be restricted access to practical activities given the need for cleanliness - Children will all be given their own stationary pack which will include pencils, rulers, scissors, glue stick etc to limit sharing of resources - Malleable resources such as play dough will 		

	<p>not be used.</p> <ul style="list-style-type: none"> - Toys and resources which are hard to clean will not be used eg Lego, dressing up clothes, - PE lessons will still be delivered but will be non-contact and will be only one group at a time. Any equipment used will need to be cleaned after the session and before another group uses them. No soft hard to clean equipment will be used eg. bean bags 		
consider which lessons or classroom activities could take place outdoors	<ul style="list-style-type: none"> - The outdoor classroom and picnic bench areas will be allocated to a 'group' on a daily rota basis, therefore allowing for cleaning at the end of a day. These areas will therefore be out of bounds at playtimes. - The outdoor play trail area will not be used as it is too difficult to clean. 		
use the timetable and selection of classroom or other learning environment to reduce movement around the school or building	<ul style="list-style-type: none"> - Year R – Acorns - Year 1 – Chestnuts - Year 6 – Oaks - Critical Workers – Willows and Ash <p>This means that Maple room and Acers classrooms are available should a classroom be needed as a decamp space following an outbreak of C19</p>		
stagger assembly groups	Whole school assembly will continue to be done		

	virtually. Worship can therefore take place in class groups.		
stagger break times (including lunch), so that all children are not moving around the school at the same time	<p><u>Break time</u> – two groups out at a time on zoned playground. 1 member of staff from each group to supervise. Staff swap supervision once children are in so other staff can have a break. Children encouraged to go to the toilet before and after break to minimise children going in and out to the toilet.</p> <p><u>Lunch Time</u> – Lunches will be cold packed lunch including those normally in receipt of FSM and universal infant free school meals. All children will therefore be packed lunch.</p> <p>Lunch time to be staggered – Year R and Year 1 eat first in Hall. Maximum 4 to a table spaced out. Then, Keyworker and Year 6.</p> <p>Year R and Year 1 lunch 11:45 – 12:45 Keyworker and Year 6 12:15 – 1:15</p> <p>Playground to go into 2 zones and field to go into 2 zones. This allows 4 zoned areas altogether allowing each group a space if needed.</p> <p>Groups not to go into each other zones</p>		
stagger drop-off and collection times	<p>Most of our children are from outside catchment and therefore most travel by car.</p> <p>Drops offs and collections to be staggered</p> <p>Keyworker 8:40 and 3:15 Year 6 – 8:50 – 2.40 (Tues & Fri 1:35) Year 1 – 9:00 – 2.30 (Tues & Fri 1:25)</p>		

	<p>Year R – 9:10 -2.20 (Tues & Fri 1:15)</p> <p>Under current guidance, if your child needs to be brought to the teacher one parent/carer can escort a child to/from school. Otherwise they can be dropped off at the roundabout as normal. Where possible siblings should not escort a child to/from school. If this is unavoidable they should not be allowed to run off/ play on site or touch other people.</p>		
for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students	N/A		
plan parents' drop-off and pick-up protocols that minimise adult to adult contact	<p><u>Drop-off</u></p> <p>If a child needs to be dropped off by an adult we ask that it is one adult only.</p> <p>Children to be delivered to the marked Drop Off Zone on the playground which may be accessed by Acers classroom. They will be greeted by their adult at this point. The reception gate to the Recreation Ground will not be in use at this time.</p> <p>Under current guidance, if your child needs to be brought to the teacher one parent/carer can escort a child to/from school. Otherwise they can be dropped off at the roundabout as normal. Where possible siblings should not escort a child to/from school. If this is unavoidable they should not be allowed to run</p>		

	<p>off/ play on site or touch other people. The Ark will be using the pavement at the Raft so St Nicolas parents should not use this, they should escort their children behind the cars in the car park)</p> <p><u>Collection</u> Children will be brought to the gate at Acers classroom for collection at their designated time.</p> <p>Parents are only allowed in the school building via appointment only. Any children who are 'late' should be brought to the office area observing the social distancing signs and messages</p> <p>If any keyworker children's parents from Year R, 1 and 6 cannot collect at designated time a new 'group' will be formed for childcare till collection.</p>	<p>Cross group contact will become necessary, including any children then going to afterschool club at The Ark.</p>	
<p>consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</p>	<ul style="list-style-type: none"> - Children will work in own classroom most of the time or outside space on a rota basis. - Corridors will have tape down the middle so children stick to certain sides. - Playground and field will be zoned for smaller groups to use, thus keeping them apart and avoiding becoming a bigger group. - Only one child from each class group to be allowed to go to the toilet at a time. - Children not be sent to the office or to collect 		

	ipads/laptops. This needs to be done by adults at break times.		
consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously	<ul style="list-style-type: none"> - Reduce the volume of equipment in use - Plan 72 hours between equipment swaps - Equipment to be cleaned thoroughly at the end of a session - Ensure children wash hands before and after using any equipment and avoid touching eyes, nose and mouth while doing so. 		
remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere	<ul style="list-style-type: none"> - All unnecessary items have been removed from classrooms and put into storage during this time. 		
remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)	<ul style="list-style-type: none"> - Soft furnishings have been removed from classrooms - Toys with hard to clean or intricate parts have been put into storage 		
consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on	<ul style="list-style-type: none"> - As most people arrive by car the 10 minute timings should help to ease this. 		

coaches, buses or public transport where possible (guidance will shortly be published on safe travel)			
Vulnerable staff and students	<p>CS – shielding- pregnant SS – shielding family</p> <ul style="list-style-type: none"> - Both these members of staff will not be in school - Parents to make school aware of children from ‘vulnerable’ families to plan accordingly - School aware of specific children who are themselves shielding and not currently in school. 		
institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences	n/a		
School uniform	<ul style="list-style-type: none"> - Clothes worn to school should be cleaned daily - School uniform to be worn where possible, if not PE type clothing should be worn which is easily laundered. 		

	- Children will only need trainers for PE lessons		
Communicating your plans			
tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)	Clear notices for parents Electronic communication Reminders on a regular basis		
tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend	Drop off/collection by one parent/carer should be at the designated area and time. Social distancing markers in place should also be adhered to. Any siblings who attend with the parent should not be allowed to run off, touch or mix with other children.		
tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)	Drops offs and collections to be staggered Keyworker 8:40 and 3:15 Year 6 – 8:50 – 2.40 (Tues & Fri 1:35) Year 1 – 9:00 – 2.30 (Tues & Fri 1:25) Year R – 9:10 -2.20 (Tues & Fri 1:15) <u>Drop-off</u> If a child needs to be dropped off by an adult we ask that it is one adult only. Children to be delivered to the marked Drop Off Zone		

	<p>on the playground which may be accessed by Acers classroom. They will be greeted by their adult at this point. The reception gate to the Recreation Ground will not be in use at this time.</p> <p>Under current guidance, if your child needs to be brought to the teacher one parent/carer can escort a child to/from school. Otherwise they can be dropped off at the roundabout as normal. Where possible siblings should not escort a child to/from school. If this is unavoidable they should not be allowed to run off/ play on site or touch other people.</p> <p>The Ark will be using the pavement at the Raft so St Nicolas parents should not use this, they should escort their children behind the cars in the car park)</p> <p><u>Collection</u></p> <p>Children will be brought to the gate at Acers classroom for collection at their designated time.</p> <p>Parents are only allowed in the school building via appointment only.</p> <p>Any children who are 'late' should be brought to the office area observing the social distancing signs and messages</p> <p>If any keyworker children's parents from Year R, 1 and 6 cannot collect at designated time a new 'group' will be formed for childcare till collection.</p>		
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make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)	<p>Parents are only allowed in the school building via appointment only.</p> <p>Any children who are 'late' should be brought to the office area observing the social distancing signs and messages</p> <p>Any parents invited into school should not go into the office or walk into school. They should wait in reception.</p> <p>Specified areas for parental waiting – markers used outside office area</p> <p>Contact with staff should be done so through email or phone as much as possible.</p>		
also think about engaging parents and children in education resources such as e-bug and PHE schools resources	<p>Encourage parents to reinforce messages at home</p> <ul style="list-style-type: none"> - Behaviours and hygiene (see annex A and B of 'planning guide for primary schools' document DfE. 		
ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will			

shortly be published on safe travel			
talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	<ul style="list-style-type: none"> - staff meetings (virtually) and emails have been used to inform staff about changes to timetables, procedures and health and hygiene. 		
communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers	<ul style="list-style-type: none"> - orders placed early for essential hygiene items, signage, cleaning, food and stationary. - All products currently in school apart from signage. 		
discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this	<ul style="list-style-type: none"> - We only have 1 cleaner who can do an additional hour per day. - Early collection of pupils, apart from critical worker children, will allow staff to clean items in their classrooms – checklist to be provided - Also additional cleaning will take place at lunch and as or when required. Key items list to be provided. - Only adults will complete cleaning - 		

When open			
Keep cohorts together where possible	Procedures to be shared with all staff. All must acknowledge reading procedures.		
ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days	<ul style="list-style-type: none"> - Clear rotas for staff and children in place. Rotas show consistency of staffing for each class. 	<ul style="list-style-type: none"> - Due to staff shielding issues there is some adult cross over in order to provide cover for groups. 	
ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff	<ul style="list-style-type: none"> - Clear rotas for staff and children in place. Rotas show consistency of staffing for each class. - Numbers allow for two critical worker groups, Year R and Year 1 being prioritised. These groups can commence on 1st June - Year 6 to start week beginning 8th June which will be staff dependent as 1 teacher is due to start adoption leave imminently however if this happens there is not enough staffing to run this class group. 	Due to staff shielding issues there is some adult cross over in order to provide cover for groups.	
ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of	<ul style="list-style-type: none"> - Each child will be given their own labelled stationary pack containing essential items. - Children will have their own 'tray' on their desk to avoid getting up and out their seat. - Children to use one workbook for work, therefore limiting the amount of books for 		

<p>the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</p>	<p>adult contact.</p> <ul style="list-style-type: none"> - Carpet time will not be used - Activities where children bunch together will be minimised. - Rooms will be cleaned thoroughly at the end of the day. In order to do this collection of year groups will be earlier than the normal school day with the exception of 'keyworker' children 		
<p>For cleaning and hygiene: follow the COVID-19: cleaning of non-healthcare settings guidance</p>	<p>Mark A Foxwell m.a.foxwell@dorsetcc.gov.uk Can advise on specific issues.</p>		
<p>ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p>	<p>Year R – Acorns, has own sink Year 1 – Chestnuts, has own sink Critical workers group – to use Art area sink Year 6 – to use KS2 toilets</p> <p>In additional sanitiser will be available in each classroom. It is also at reception, office, staffroom, JW office</p>		
<p>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches,</p>	<p>At lunchtime these key areas will be wiped with antibacterial wipes by adults in the room and as and when necessary.</p>		

bannisters, more regularly than normal			
Hygiene: ensure that all adults and children...			
frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning	<p>Minimum handwashing</p> <ul style="list-style-type: none"> - On entry to school - Before and after eating - Before, during and after going to the toilet. - Before and after going out to play - Leaving at the end of the day - When a tissue has been used - If someone coughs/sneezes 		
clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing	<p>Tissues and hand sanitiser to be in all classes</p> <p>Bins with a lid will be provided for all used tissues.</p>		
are encouraged not to touch their mouth, eyes and nose	Staff to discuss with children and what to do instead.		
use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')	Children then to wash hands and or any other areas which may have been infected.		
ensure that help is available for children and young people who have trouble	<p>Staff to model these behaviours</p> <p>Staff to encourage young children to learn and</p>		

cleaning their hands independently	practise these habits through games, songs and repetition		
For those children in the youngest age groups who may have toileting issues, consider safe approaches	Gloves are available in Reception toilet area. Toilet cleaning materials are available from cleaning cupboard as necessary. Children who are known to regular soil themselves will be encouraged to bring an additional pair of clothes. Any soiled clothes will be bagged up in a plastic bag for parents.		
ensure that bins for tissues are emptied throughout the day	Separated lidded bins for tissues. Bagged up separately.		
where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	Where possible 'back' classroom doors to be opened. Class windows and or skylights to open for ventilation.		
prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation	Safe ventilation Do not increase fire risks Consider carefully evacuation routes may need to change		
get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and	School currently has adequate supplies and will continue to buy well in advance.		

cleaning products if needed			
Discuss with staff that there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting	<p>All staff clothes should be washed at the end of the school day.</p> <p>This will mean that work expectations will relax somewhat to allow for this. Staff should still wear appropriate clothing for working in an educational setting.</p>		
Consider measures to support staff mental health and well being	<p>Additional resources are available through Dorset Healthcare – see link.</p> <p>https://www.dorsethealthcare.nhs.uk/coronavirus-1/mental-healthwellbeing-advice</p>		
Social distancing			
accessing rooms directly from outside where possible	Consider safe access routes and do not compromise site safety		
considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors	Tape will be placed down the middle of corridors to keep groups apart as they move.		
staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time	<p>Back doors to be used from classrooms to minimise use of corridors when going to break and lunch.</p> <p>Chestnuts classroom to use Hall door and Oaks classroom to use main door.</p>		

<p>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group.</p>	<p>As detailed above</p>		
<p>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p>	<p>Year R has their own toilet area Year 1 to use KS1 toilets Key worker – KS2 Year 6 – KS2</p> <p>Only one child per group (1boy/1 girl) to go to the toilet at once, thus ensuring that no more than two children end up at the toilet at one time.</p>		
<p>Specific measures for some children and young people who will need additional support to follow these measures</p>	<p>Some children may need to be accompanied to the toilet by an adult.</p>		
<p>Use outside space for exercise and breaks:</p>			
<p>Consider outdoor education, where possible, as this can limit transmission and more</p>	<p>A rota will be set up for each group so they have an allocated slot for outdoor education.</p>		

easily allow for distance between children and staff			
although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings	<p>Outdoor play equipment such as the play trail, sand pit, small reflection garden area will not be used due to difficulty in cleaning.</p> <p>Classes to be given some equipment of their own to play with at break/lunch. This will need to be cleaned thoroughly on the return to class.</p>		
For shared rooms:			
use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19:	<p>The Hall will be used at lunch time for each group.</p> <p>Tables will be set up for eating packed lunches. Two groups can eat at a time at opposite ends of the Hall. Tables to accommodate 4 maximum. Tables and benches to be cleaned down between each sitting.</p> <p>If necessary, critical worker children may eat lunch at their own desk area.</p>		

cleaning of non-healthcare settings guidance			
stagger the use of staff rooms and offices to limit occupancy	<p>Staff will be on staggered breaks.</p> <p>Chairs to be spaced out. Staff should not sit next to each other. At least two chairs apart where possible.</p> <p>Maximum 4 adults in the staffroom.</p> <p>Antibacterial spray to be used on staffroom chairs.</p>		
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	<p>Staff workload will be much greater. Staff will have to be teaching outside their normal class group during the day and then after school having to set online learning for their own class. Those staff who are shielding should become the point of contact during the day for these classes, they should also upload photos to class blogs and provide as much support as possible.</p> <p>Teachers in Year 1 & 6 shielding should set the work to be taught during the day as well as the online learning for their year groups.</p> <p>In order to allow required PPA for teaching staff, school will close at 1:30pm two days a week. Critical workers children will still receive childcare on these days.</p>		
Seek to prevent the sharing of stationery and other equipment where possible.	<p>Each child to have their own stationary pack.</p> <p>Shared materials and surfaces will be cleaned and disinfected more frequently</p>		

<p>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</p>	<p>Plan for specific activities with sufficient time for cleaning of resources – specific equipment allocate to classes for 2 week block before swapping.</p> <p>Allow 72 hours between re use windows</p>		
<p>Adjust transport arrangements where necessary including:</p>			
<p>encouraging parents and children and young people to walk or cycle to their education setting where possible</p>	<p>The majority of parents are out of catchment and therefore travel by car.</p> <p>Parents who live within walking or cycling distance will be encouraged to do so.</p>		
<p>schools, parents and young people following the government guidance on how to travel safely, which will be published shortly, when planning their travel, particularly if public transport is required</p>	<p>Still to be issued</p>		
<p>ensuring that transport arrangements cater for any changes to start and finish</p>			

times			
make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus	n/a		
make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers	n/a		
taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts	n/a		
communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)	n/a		



Additional factors that are important on a local level may be added to this template: