



Dorset Council – School Risk Assessment Template: Managing emerging from lockdown July 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:	Specific Actions	Residual risks (SCHOOL SPECIFIC INFORMATION)	Lead responsible and completed date
ST. GEORGE'S PRIMARY SCHOOL PORTLAND.			
Planning and organising		SEPTEMBER 2020	
Ensure that all health and safety compliance checks have been undertaken before opening in respect of:	<ul style="list-style-type: none"> • hot and cold water systems • gas safety • fire safety • kitchen equipment • security including access control and intruder alarm systems • ventilation 	<p>*Site manager and kitchen staff to continue daily checks of these areas – gloves to be worn at all times.</p> <p>*School has been open daily since March 19th 2020 so these Health and Safety checks are up currently up to date.</p>	<p>M. Mintern M. Mintern M. Mintern L.Shorey/N.Guilford</p> <p>M. Mintern</p> <p>M. Mintern</p>
organise small class groups, as described in the 'class or group sizes' section above	<p>School to operate in class bubbles (same pupils and staff) each day – max 30 children.</p> <p>Staff deployment to achieve this</p> <p>Minimise contact across groups of children and staff</p> <p>All classrooms in the school will be used for the individual classes as 'normal'.</p>	<p>*Classes and staffing levels organised</p> <p>*Children to receive the same teacher and TA each day. 1:1 TAs as directed.</p> <p>* ELSA/PPA/Intervention Staff can move between bubbles but children must be from one bubble.</p> <p>*Internal cover teachers available in case of staff absence.</p> <p>* All children in school from 8.45/9 a.m. – 3.15/3.30 p.m. Children to be dropped off & collected in</p>	<p>Teachers – July 2020 Office staff SENDCOs</p> <p>All Staff</p>

		specified areas.	
organise classrooms maintaining space between seats and desks where possible	Specific layout issues / challenges	<p>*17/7/20 & 20/7/20– dedicated time for teachers and TAs to prepare learning environments for children. Also staff inset September 2020 to provide opportunities to make final alterations.</p> <p>2 seater Desks to be spaced separately – in rows – facing the front. Maintain maximum distance possible. (page 10)</p> <p>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. (page10)</p> <p>PPE may be worn by all staff.</p> <p>EYFS – We have a phased entry for the first two weeks 15 children. Once full classes resume only 15 will be on the carpet at one time. Planning for resources will work on a weekly basis being thoroughly cleaned before they are passed to the other class. Plenty of outdoor learning – carefully timetabled – No P.E. kits required – children to bring in Wellington boots. Specific role play areas per class. Some personal equipment and resources in a named bag. Further details – EYFS lead.</p>	<p>Class Teachers/TAs</p> <p>JL</p>
decide which lessons or	Full curriculum timetable offered in class	St. George’s Recovery Curriculum some medium	JL/MC

<p>activities will be delivered</p>	<p>bubbles. Restricted access to practical activities given the need for cleanliness – teachers to seek further guidance where necessary.</p>	<p>term plans have been re-organised to cater for the extra cleaning and sharing of resources. Specialised intense revision for a half-term. Coram – ‘Back to School’ mental health unit to be completed. Teachers to use information stored in Educater to ensure planning targets lost learning from previous academic year. Year 1 – EYFS based curriculum during the Autumn Term. Additional phonic support EYFS-Year3. Subject specific curriculum guidance prepared by subject leaders to avoid resource heavy topics and minimise sharing of shared resources: specifically: D.T., English, Music, P.E. and Science.</p>	<p>Year Group leaders SLT</p>
<p>consider which lessons or classroom activities could take place outdoors</p>	<p>Remembering that outdoor equipment will be difficult to clean and should be avoided. This includes seated/table areas.</p>	<p>*Outdoor spaces to be timetabled for P.E. *outdoor breaks staggered – rota provided *Site manager to cone/tape off seating areas/shelter/pavillion – children in KS2 to use playground/MUGA/Cage when directed by JL and Government guidance. Also out of bounds until further notice: *Performance area on field; *Haylands play area; *Small house and seating on KS1 playground. *Teacher’s to explain areas for use and out of bounds. *T/TA to proactively monitor these areas when in</p>	<p>M.Mintern JL/MC</p>

		use – spread out at all times.	
use the timetable and selection of classroom or other learning environment to reduce movement around the school or building	<p>Try to preserve a clean area should a classroom be needed as a decamp space following an outbreak of C19</p> <p>All classes to remain in their designated classroom unless for P.E., staggered breaks/lunch times and Forest School. All classes to eat lunch in their own classrooms.</p>	<p>*Both the large and small halls will provide a clean (decamp) environment – not to be used by the children unless directed by JL.</p> <p>*If an outbreak arises then whole class to decamp to one area for cleaning to proceed.</p> <p>*ICT Suite and Library to be closed for children– reviewed each month. Doors locked where possible and signage posted indicating closure.</p> <p>*Hot meals reviewed. Packed lunches apply as before.</p>	JL/MC
stagger assembly groups	<p>Avoid bringing groups of children into contact with other groups of children.</p> <p>Staff to supervise their groups at all times.</p>	<p>*Assemblies and joint break times are postponed until further notice- this will be revised under Government guidance.</p> <p>*Children to remain in classes during the learning time or to move with the class teacher to a specific outdoor area.</p> <p>*Assemblies/Collective Worship in classes until Government Guidance changes.</p>	JL/MC
stagger break times (including lunch), so that all children are not moving around the school at the same time	<p>Discuss with catering providers how this may be achieved.</p> <p>Consider staff breaks</p> <p>Consider allocation of different spaces to groups</p> <p>Lunch staff and TAs to supervise lunches in classrooms.</p>	<p>*Children to have an outside break with a fruit snack and drink between 10.00- 10.15 and 10.15-10.30 dependent on school start time.</p> <p>* For the first half-term another brain break between 11.30 -11.45 may be taken in the classroom.</p> <p>*T/TA to collect a drink from the staffroom adhering to social distancing guidelines.</p>	<p>JL/MC Whole school</p> <p>LS</p>
stagger drop-off and collection times	Consider how to arrange drop off and collection to best socially distance groups	See plan – two classes to use an entrance/exit one at 8.45 and the other at 9 and then 3.15 and 3.30.	JL/MC Whole school

	and parents. Remember transport implications for those travelling	* School day timings to be altered to stagger drop off and collection	
for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students		*Remote education guidelines to be established in the event of a localised or national lockdown. *In the event of lockdown refer to the Safeguarding Policy Appendix for welfare checks and procedures. *To be reviewed and agreed during INSET days- 1 st two days in September.	Teachers JL/MC to monitor
plan parents' drop-off and pick-up protocols that minimise adult to adult contact	Parents outside the premises. Wide areas set aside. Possible use of playing fields	*Parents notified of drop off and collection points and their staggered times. *Teachers will escort the children to these areas maintaining social distancing measures. *Parents will be informed by the Headteacher to maintain social distancing – one parent to collect one child. *Parents are not permitted to enter the school building. *A one-way system, indicated by arrows, will be in place on the EYFS and KS1 playground for drop-off and collection times. The gate leading to the staff car-park will be locked.	JL/MC to monitor
consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing	Use of space and corridor usage	*Line placed down the corridor for children to keep to one side. *Children will be escorted by an adult if movement is required by the whole class. *Rota systems and designated areas for drop-off/collection/break and lunch.	JL/MC to monitor Teachers

<p>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</p>	<p>Reduce the volume of equipment in use Plan 72 hours between equipment swaps Do not rota equipment or spaces</p>	<p>*Any equipment used by the teacher to deliver the curriculum will be cleaned thoroughly at the end of the session and returned to the stock cupboard after 72 hours has elapsed ready for it to be used by another class. *Staff and pupils to have their own equipment – such as: pencils, pens, scissors, rulers etc. This includes their own desk allocation. * Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports', art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Page 12) *School to refer to Mark A Foxwell for advice if and when necessary m.a.foxwell@dorsetcc.gov.uk</p>	<p>JL/MC to monitor Teachers</p>
<p>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p>	<p>Storage on semi permanent basis for some items may be appropriate</p>	<p>*On 17/7/20 and 20/7/20 Teachers and TAs will prepare the learning environment in order to comply with Government standards. Final checks on the September inset days. * Excess furniture, soft furnishings and extra resources to be stored in stock cupboards, the site manager's flat or an area designated by the</p>	<p>JL/MC to monitor Teachers Site Manager MM</p>

		<p>headteacher.</p> <ul style="list-style-type: none"> *Children will be provided with a designated working area and personal resources. *Polythene sheets have been provided to cover any equipment that is not deemed essential by the class teacher and cannot be stored safely elsewhere. 	
remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)	Minimise the use of soft areas, such as reading corners or shared spaces.	<ul style="list-style-type: none"> * Teachers to remove any excess equipment, soft play and soft furnishings. These are to be stored in stock cupboards or other secure areas as designated by the headteacher. *School library and ICT suite to be closed to children in September. Adults to access library to change reading books – See risk assessment/guidelines. Both areas to be reviewed in September. 	Teachers
consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel)	Discuss needs for transport with parents.	<ul style="list-style-type: none"> *Children asked to walk to school where possible. *School Transport (Taxis) to park on the road outside school and children brought onto the premises by the driver. *Signs to remind parents not to drive into the staff carpark. *gates to remain closed during all drop off and collection times. 	JL/MC to monitor MM
Vulnerable staff and students	Ensure a complete list of medical vulnerable staff and students is available Plan around the vulnerabilities so as to	<ul style="list-style-type: none"> * HR Advice will be taken from September 2020 in accordance with any Government Guidance *Headteacher to discuss medical needs with staff 	JL Vulnerable staff

	<p>minimise risk to individuals Specific actions in respect of specific staff</p>	<p>members and ensure relevant precautions and PPE is in place. *It is the responsibility of the staff member to inform the headteacher of specific requirements. *SENDCOs create a list of medically vulnerable children – discuss whether specific measurements are required and add these measures to a care plan and notify relevant staff and parents. *TAs to monitor and deliver diabetic needs wearing full PPE: Apron, mask, gloves and visor. *Create and Review any relevant behaviour or mental welfare support plans. Teachers to refer to SENDCOs. *Monitor whether these specific measures/care plans are being adhered to. *Purchase relevant PPE equipment</p>	<p>EB/TM KB/CI</p> <p>JL/GM</p>
<p>institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences</p>		<p>N/A</p>	<p>N/A</p>
<p>School uniform</p>	<p>Consider whether it is essential for children to wear uniform, daily clean</p>	<p>Children will wear school uniform and parents informed on the importance of washing their clothes</p>	<p>JL</p>

	clothes minimises infection risk.	regularly. Children to wear P.E. kit to school on timetabled day for the longer P.E. lesson only.	CB
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	Posters placed on all entrances and exits. Regular texts and newsletters.	Admin staff
tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend	Be clear with parents around other siblings who are not currently attending.	One parent to collect each child. *Information communicated by newsletter/email/text. *Newsletters placed on the website. *Specific checked LA specialist education provision may enter school if pre-arranged and checked on entry. Other organisations too: Forest School, Peripatetic, Social Workers and P.E. coaches. All must follow school guidance.	JL/MC to monitor Teachers

<p>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)</p>	<p>Communicate this in multiple ways to avoid parents missing the message</p>	<p>Headteacher to notify parents through newsletter/email/text service/website as to the arrangements regarding drop off and collection.</p>	<p>JL Admin staff</p>
<p>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>	<p>Specified areas for parental waiting Clear guidance on how to contact staff about issues</p>	<p>Parents to contact the main office by telephone or email to organise an appointment and wait for a response before attending school. *Virtual meetings and phone communication to take place unless prior arrangement with pre-arranged professional.</p>	<p>JL/MC Admin staff</p>
<p>also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p>	<p>Encourage parents to reinforce messages at home</p>	<p>*In the event of lockdown, remote education to be communicated via the school website and digital learning platform (To be finalised in September). *Educational links, advice, guidance and work to be placed on the website and communicated to the parents via email/newsletter and text. *Previous home learning and reference to educational subscriptions and other providers to be left on the website over the summer holiday.</p>	<p>JL/MC/LW/CB r</p>
<p>ensure parents and young people are aware</p>	<p>Work with travel providers to ensure compliance while travelling</p>	<p>Clearly communicate information through newsletters/email/texts /website.</p>	<p>Admin</p>

<p>of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel</p>		<p>*Admin team to contact school transport - taxis</p>	
<p>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</p>	<p>Involve staff at all levels in the development of working practice.</p>	<p>*Staff meeting 6/7/20 to discuss initial response to DfE guidance/possible lockdown education resources *Full Governors meeting 15/7/20 *16/7/20-17/7/20 – risk assessment communicated to staff, Local Authority and parents. *HT to communicate information to parents. *Weekly review of practice and risk assessment-address additional needs if required.</p>	<p>JL/MC Whole School</p>
<p>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</p>	<p>Specialist contractors will be busy and statutory inspections are necessary for some items. Particular vigilance around water contamination.</p>	<p>*Notify Weymouth College of requirements for free school meals and universal Early years and KS1 meals. (Packed lunches will be reviewed) *Notify Forest School teachers, Sports coaches, Social Workers, Educational Support Workers of school requirements. *Contractors on site by pre-arranged appointment only. All visitors to the site should be by prior appointment only (LA Specialists/Social Workers/Forest School/Life Ed/Peripatetic/Coaches etc)</p>	<p>GM/LS MC CB SENDCOs</p>

discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this	Covid 19 funds may be deployed to this. Reference https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings	*Site manager to liaise with cleaning contractor and cleaning staff for requirements during lockdown. *Purchase additional hours for cleaning. *Purchase of cleaning supplies and relevant PPE for each classroom. *St George's are not eligible for COVID 19 funds!!	JL/GM MM to oversee GM
When open			
Keep cohorts together where possible	Clear guidance for adults and staff on local procedures to prevent mistakes	*Children have designated entry and exit points with specific drop off and collection times. *Children to be based in one classroom bubble with a dedicated teacher and TA. *Year group bubble information to be reviewed each month.	JL/MC
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	Clear rotas for staff and children Establish clear cohort arrangements with backup staff where necessary who do not come into contact with other children.	*Children to remain in class bubbles. *Same class each day *Same adults each day (dependent on absence) *Year Group bubbles to be decided/reviewed on a monthly basis and year group specific depending on Government guidance for primary schools.	Admin/MC
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	Effective rotas for staff with contingency plans	*There is a bank of staff to cover absence/PPA. *Absence procedures are as normal. *Staff are to be allocated a classroom and group of children – these will be the same each day.	JL/MC

on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff			
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 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	Consider desk allocation and specific resources for each child. Minimise “collection” activities where children bunch together. Working trays on desks / ziplock bags of equipment	<ul style="list-style-type: none"> *Children to have their own resources and allocated seat. *classroom based resources such as books and games, can be shared within the bubble. *Regular cleaning of surfaces throughout and at the end of each day. *Any resources used to be cleaned thoroughly after use. *Children will be given a specific seat to which they must remain – this is more difficult for the younger children in the school but Teachers and TAs must try their best to maintain social distancing. *For adults – 2 metres recommended social distancing with PPE if required. 	JL/MC to monitor Teachers
For cleaning and hygiene: follow the COVID-19: cleaning of non-healthcare settings guidance	Mark A Foxwell m.a.foxwell@dorsetcc.gov.uk Can advise on specific issues.	<ul style="list-style-type: none"> *Each classroom will be provided with disinfectant and cleaning products to clean equipment, tables and chairs after each day. Each classroom will have a bin to dispose of used cleaning products – dispensers/towels/cloths etc. 	M.Mintern Churchills JL/MC to monitor
ensure that sufficient handwashing facilities	Guidance on provision of soap and procurement is available in the linked	*Children will wash or sanitise their hands on entry/exit from the school.	JL/MC to monitor

are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments	documents. Hand sanitiser should be alcohol based where this is used, bacterial hand soap does not affect C19.	*Each classroom has a sink and will be provided with hand sanitiser and soap as per guidance. *Antibacterial gel for children is 60% Alcohol only.	Teachers MM
clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal	Consider how cleaning staff can be deployed to minimise cross contamination of areas. Cleaning of resources	*Each classroom will be provided with disinfectant and cleaning products to clean equipment, tables and chairs after each day. *Each classroom will have a bin to dispose of used cleaning products – dispensers/towels/cloths etc. *Dinner supervisors will clean at lunchtimes Lunch staff & TAs will clean any equipment used. *At the end of the day cleaners to clean designated areas –extra cleaner to assist thorough cleaning. *Site manager to wipe door handles throughout the day. Toilets to be cleaned at 10.45 & 11.45 * Staff to clean resources through the day or soak over night if and when necessary	Teachers TAs Midday Supervisors Churchills M.Mintern
Hygiene: ensure that all adults and children...			
frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review	Set up daily routines	*Children to wash/sanitise hands on: > entry/exit from school >before/after snack breaks >after sneezing	JL/MC to monitor Teachers

the guidance on hand cleaning		*Children’s temperature taken on entry to the school with their own class-infrared thermometer.	
clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing	Plan for how to manage this in the day Use of tissues and their disposal	*Each class to have: >soap & sanitiser (60% alcohol hand gel) >tissues >paper towels Separate bin for disposal –emptied regularly by site manager *Adults to wash/sanitise hands when moving between bubbles in school.	G. Mintern M.Mintern
are encouraged not to touch their mouth, eyes and nose	Develop routines with children and staff	Teachers to explain hygiene routines to children. Watch Government produced child friendly education videos related to health and hygiene surrounding Covid 19. Erect signage in classrooms and toilets to remind children and staff of hygiene procedures.	JL/MC to monitor Whole school staff
use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')		Teachers & TAs to establish, communicate and remind children of daily hygiene routines.	JL/MC to monitor Teachers
ensure that help is available for children and young people who have trouble cleaning their hands independently	Provide advice to staff on modelling behaviours encourage young children to learn and practise these habits through games, rhymes and repetition	*Staff to monitor children washing and redirect/advise when needed. *Provide advice to staff on modelling behaviours *Teachers to teach rhymes and show children videos to remind them of hygiene rules.	JL/MC to monitor Teachers
For those children in the youngest age groups who	Availability of gloves and hand washing regimes.	*TA to follow normal school procedure for accidents. *Full PPE will be worn: gloves, apron, visor and face	JL/MC to monitor

may have toileting issues, consider safe approaches	Availability of appropriate toilet cleaning materials Consideration of disposal and or storage of soiled clothes	mask. *If the intimate care required is intensive then a parent will be called to assist(see Intimate Care/H & S Policy).	TAs
ensure that bins for tissues are emptied throughout the day	Consider disposal routes, double bag and leave for 72 hours	Separate skip for collecting disposed waste from waste bins. Site manager and cleaners to double bag black bags when collecting waste	M Mintern
where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	Remember to minimise the risk of falls from height, window restrictors should not be removed.	Each classroom must open the windows to enhance ventilation. Where possible ventilation to be maximised in communal areas – corridors/halls/offices. Blinds in classes cleared of unnecessary signage etc.	Teachers All staff M.Mintern
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	Open door policy where possible in corridors. Classroom doors closed- fire safety. External doors closed for CP issues. Twice termly fire drill to take place – Bubble to line up on the school field.	JL/MC
get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if		*Supplies order for intimate care issues – PPE for those dealing with diabetic children(if they attend) *Hand Sanitizer and Soap purchased *Hand Sanitizer station purchased. *Extra bins ordered for each class. *Full PPE for intimate care.	G.Mintern

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	Advise staff, relax expectations around work wear.	*Staff may wear PPE if they feel comfortable in order to fulfil their duties. *Staff to wear smart professional attire and be reminded that it will need regular washing.	JL/MC to monitor Teachers
Consider measures to support staff mental health and well being	Additional resources are available through Dorset Healthcare – see link. (https://www.dorsethealthcare.nhs.uk/coronavirus-1/mental-healthwellbeing-advice)	*JL/MC to monitor through regular supervision with staff *Referral to Occupational Health *Staff offered access to counselling service if required. *Use of stress management policy.	JL/MC to monitor
Social distancing			
accessing rooms directly from outside where possible	Consider safe access routes and do not compromise site safety	*Fire escape routes remain the same – used only in emergency circumstances.	JL/MC to monitor Teachers
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	Plan sensible route around the building, use outside to help develop these where possible.	*Tape placed down the centre of the corridor to remind children of the direction of travel and allow two-way traffic if needed (single file at all times).	JL/MC to monitor Teachers M. Mintern

<p>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p>	<p>Plan clearly for below half capacity in circulation and communal spaces. Consider removing some areas from use to allow decamp space.</p>	<p>*Classes to be escorted by staff around schools at all times– individuals may go to the toilet one at a time. *Break time rota established for timings and designated outdoor areas identified – well-being breaks if needed.</p>	<p>JL/MC to monitor Teachers</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>Plan meal sittings / provision with meals providers and parents. – N/A Possible delivery of food to classrooms</p>	<p>* Packed Lunches for FSM children across the whole school will be labelled and delivered to the children’s classroom until guidance changes.. *Extra staff organised to enable lunch in classrooms. *TAs to assist where possible.</p>	<p>LS/NG</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>Consider the cleaning of toilets more regularly Consider access arrangements for toilets Maintain adult and children as separate toilet facilities</p>	<p>*One child at a time to be supervised to the toilet. *Designated toilet areas to be maintained for the start of the academic year. *Toilets to receive extra cleaning: at 10.45 / 11.45 / 1.15 / 2.15 *Staff to phone for additional TA assistance re: toileting -if lone working.</p>	<p>Teachers & TAs M.Mintern</p>
<p>Specific measures for some children and young people who will need additional support to follow these measures</p>	<p>Specific approaches for specific individuals Intimate care planning and PPE</p>	<p>*PPE equipment bought for intimate care needs – gloves and face masks/visors/aprons. *SENDCO and First Aiders to compile a list of children with medical/intimate care needs and write/edit a Healthcare plan in order to ensure staff and pupil</p>	<p>JL/MC to monitor</p>

		<p>safety – including diabetic checks and treatment if required – 6 TAs trained.</p> <p>*Contact pupils Dr/GP/Parents/Medical link for advice and guidance.</p>	
Use outside space for exercise and breaks:			
<p>Consider outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</p>	<p>Plan outdoor time in the curriculum for children</p>	<p>*Children to be based in one class.</p> <p>*Outdoor space to be timetabled – rota to reflect individual classes on specific days and specific areas.</p> <p>*Forest School provision to be resumed with appropriate risk assessments in place.</p>	<p>JL/MC to monitor Teachers</p>
<p>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.</p> <p>Read COVID-19: cleaning of non-healthcare settings</p>	<p>Consider defined areas for specific groups</p> <p>Avoid equipment areas / outdoor play equipment</p>	<p>*P.E. equipment and apparatus not to be used until further notice.</p> <p>*No contact sports</p> <p>*Forest Schools, Sports’ coaches, Peripatetic teachers resumed on approval of their risk assessments.</p> <p>*Play equipment and seating areas not to be used until further notice – JL to review.</p>	<p>JL/MC to monitor Teachers</p>

For shared rooms:			
<p>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: cleaning of non-healthcare settings guidance</p>	<p>Consider carefully the rota arrangements for children in the school day.</p>	<p>N/A</p>	
<p>stagger the use of staff rooms and offices to limit occupancy</p>	<p>Discuss use of staff facilities with staff Consider use of delivery mechanisms to classes</p>	<p>A maximum of 10 people in the staff room at one time: 8 in the general area and 2 in the photocopy room. Staff to maintain social distancing at all times.</p> <p>Ensure hands are washed/sanitised on entry. Wipes/spray to clean all surfaces especially keyboard and key pads for the door/photocopier. Dishwasher on hot setting 2x per day.</p>	<p>JL/MC</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	Revise marking arrangements so staff do not take work home	<ul style="list-style-type: none"> *Staff can mark books within their bubble. *Directed time to be used for marking. *No after-school clubs for the first half-term until safe procedures are in place. *Breakfast Club to be reviewed in September. 	JL
Seek to prevent the sharing of stationery and other equipment where possible.	<p>Purchase more resources where necessary to support classes.</p> <p>Shared materials and surfaces should be cleaned and disinfected more frequently</p>	<ul style="list-style-type: none"> *Children to have their own resources/stationery/work station *classroom based resources such as books and games, can be shared within the bubble. *Regular cleaning of surfaces throughout and at the end of each day. *Any resources used to be cleaned thoroughly after use. 	JL/MC to monitor Teachers
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>Plan for specific activities with sufficient time for cleaning of resources</p> <p>Allow 72 hours between re use windows</p>	<ul style="list-style-type: none"> *Teachers to consult JL/MC on use of resources and protocols for ensuring cleanliness – considered on an individual basis. * Practical lessons will only happen if resources can be cleaned easily. 	JL/MC to monitor Teachers
Adjust transport			

arrangements where necessary including:			
encouraging parents and children and young people to walk or cycle to their education setting where possible	In a rural setting this may not be possible. Encourage parents to use their own vehicle and not lift share with other families in different groups	*Children asked to walk to school where possible. *School Transport (Taxis) to park on the road outside school and children brought onto the premises by the driver. *Gates locked at drop-off and collection times. *No private cars owned by parents allowed on the premises.	JL/MC to monitor LA
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	Work with transport providers on this – guidance to follow	As above	As above
ensuring that transport arrangements cater for any changes to start and finish times	Where required this will involve liaison with the county transport team. Multiple journeys in rural locations may not be available	*School to liaise with taxis/school transport to ensure they are aware of drop off and collection times and protocols.	Admin Staff LA
make sure transport providers do not work if they or a member of their household are displaying any symptoms	Dorset travel will ensure that transport providers are aware of this requirement.	N/A	

of coronavirus			
make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers	Dorset travel will ensure that transport providers are aware of this requirement.	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	Transport arrangement for those with particular needs can be discussed with the Dorset travel team.	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)		*School to communicate arrangements via email/text/website.	TM/EB Office staff

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



Behaviour Policy

This policy will be reviewed at the end of September if there is a need in response to COVID 19 guidelines.

Assessment

The government have reinstated all standardised testing for the year 2021 including the Phonic Screening Check, KS1 tests and teacher Assessment, Year 4 Multiplication Check and KS2 tests and Teacher Assessment. EYFS returns are dependent on which curriculum guidance we follow- TBC.

Medicine

If children require medicine during the day i.e. antibiotics, Calpol etc parents will need to complete a form at the Main Entrance. First Aiders will administer. Each case will be reviewed on an individual basis. As ever, this is a courtesy and not an obligation.

Extra-curricular clubs

These will be reviewed at the end of September 2020 and where possible provision will be made in class/year bubbles.

Staff meetings

These will be held in the large hall weekly.

Teachers and TAs/Lunch staff to be reviewed using LA guidance in the first two weeks.

I.T. Suite

Closed for the first two weeks - awaiting further guidance. Keyboard cleaning solution has been ordered – protocols for use to follow.

Library



Library will remain closed to pupils – to keep this a ‘clean’ zone, TAs to carry out changing of books. Rota to be prepared for changing books. Reading books handed out on a Monday and changed by Thursday to leave 72 hours for books being unused. Details to follow from MR/AB in September.

Music

In the first half-term it is recommended that music composition unit to be completed. No singing, choir or concert and theatre visits to take place until further notice. MT to produce guidance on use of musical instruments in school.

“Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.”

P.E.

Children to wear P.E. kit to school on the day where the 1hour P.E. lesson occurs.

No contact sports

Outdoor sports should be prioritised where possible. Medium Term Plan information to be provided by CB.

Further guidance on use of indoor spaces/‘scrupulous cleaning’ of equipment/equipment use to be provided by CB in September.

Clubs

There will be no after school or lunchtime clubs run at least for the first half term. This will be reviewed regularly but we have been directed to find ways to avoid mixing the bubbles – clubs are one area where children do mix from across the school

There will be no inter school fixtures or games days as yet – this will be reviewed monthly or with guidance.

Breakfast Club will be reviewed after the first two weeks of Autumn term. SENDCOs to oversee and publish guidance.

Trips

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.

As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.

Life Education Van

One lead practitioner will visit each class and deliver the Coram Life Education Programme – week commencing 21st September. There is a back to school 6 week unit of work on SCARF called ‘Back to School’ with workshops specific to the mental health and well-being of pupils. Classes to complete this in the Autumn Term.

Public Health Advice (guidance p.5)

These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

In the event of suspected COVID 19 illness within the school community (all stakeholders and approved visitors to the school)

1) engage with the NHS Test and Trace process

2) manage confirmed cases of coronavirus (COVID-19) amongst the school community

3) contain any outbreak by following local health protection team advice

Numbers 1 to 3 must be followed in every case where they are relevant also follow the guidance P.7

4) Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home.

5) If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

6) If a child is awaiting collection, they should be moved, if possible, to a room (large hall) where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.



If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible (first aid room). The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

7) PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance.

Volunteers

No new volunteers will be taken on at least for the first half-term.

School will: P18.

- communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year
- identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
- use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance

Staffing

Guidance on staffing issues (recruitment/pregnancy/equality/health and safety/mental health and well-being) and other helpful guidance websites can be found on pages 19-22 of the guidance document.