



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:	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:	<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 		n/a have been ongoing since lockdown.
organise small class groups, as described in the 'class or group sizes' section above	Maximum of 15 students in each class See staffing plan. Still draft		NB 28/5/20
organise classrooms maintaining space between seats and desks where possible	EC to remove book corner making more space between desks	Largely irrelevant in EYFS	CJ, AdeS, EC, LMN
decide which lessons or activities will be delivered	CJ to plan.		
consider which lessons or	Staff to consult if planning outdoor learning to make sure plans don't conflict		

classroom activities could take place outdoors			
use the timetable and selection of classroom or other learning environment to reduce movement around the school or building	Classes should remain largely self-contained. All have access to an outdoor space.		
stagger assembly groups	No assembly. NB to consider online assemblies for all.		
stagger break times (including lunch), so that all children are not moving around the school at the same time	Each class to use a separate playground space. Rotate daily. We should be able to avoid each other. Discuss on INSET day Monday 25 th May.		
stagger drop-off and collection times	<p>HP parents to drop off in HP garden 9am Collect at 12 or 3 From same place (No need for lunch time? Included in hours?)</p> <p>Starfish to drop off in Starfish playground at 9am. Collect at 3pm</p> <p>Dolphins drop off in Dolphins playground through their gate at 9.10am. Collect at 3.10pm.</p> <p>Porpoises drop off in village hall carpark at 9.10. Check Children to make their own way into school via bottom gate. Porpoises leave through normal exit at 3.20pm Parents wait on top playground</p> <p>Key worker/vulnerable children dropped off at 9.10am. Enter through mosaic door. Leave at 3.20pm – parents wait on top playground.</p>		
plan parents' drop-off and pick-up protocols that minimise adult to adult contact	OR Parents could drop off and pick up from playing field HP at 9am; staff to go and collect in turn from 9.10am. To discuss. Same for collection. HP first. Then rest of the school in order.		

consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing	Not really an issue I don't think.		
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	Reduce the volume of equipment in use Plan 72 hours between equipment swaps		
remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere	Use hall as base for items removed from classes.		
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.		
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	Discuss needs for transport with parents. Cancel school bus?		

(guidance will shortly be published on safe travel)			
Vulnerable staff and students	Ensure a complete list of medical vulnerable staff and students is available Plan around the vulnerabilities so as to minimise risk to individuals Specific actions in respect of specific staff		
School uniform	Uniform must be clean. I want the children in uniform.		
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 Office will be closed – all communication via phone or email.		
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.		
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	Communicate this in multiple ways to avoid parents missing the message		

contact (for example, which entrance to use)			
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)	Specified areas for parental waiting Clear guidance on how to contact staff about issues		
also think about engaging parents and children in education resources such as e-bug and PHE schools resources	Encourage parents to reinforce messages at home		
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	Work with travel providers to ensure compliance while travelling		
talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times),	Involve staff at all levels in the development of working practice.		

including discussing whether training would be helpful			
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	Specialist contractors will be busy and statutory inspections are necessary for some items. Particular vigilance around water contamination.		
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		
When open			
Keep cohorts together where possible	Clear guidance for adults and staff on local procedures to prevent mistakes		
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.		
ensure that the same teacher(s) and other staff	Effective rotas for staff with contingency plans		

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			
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		
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.		
ensure that sufficient handwashing facilities are available. Where a sink is not	Guidance on provision of soap and procurement is available in the linked documents. Hand sanitiser should be alcohol based where this is used, bacterial hand		

nearby, provide hand sanitiser in classrooms and other learning environments	soap does not affect C19.		
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. Are they really suggesting one cleaner per room????? Cleaning of resources		
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	Set up daily routines		
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		
are encouraged not to touch their mouth, eyes and nose	Develop routines with children and staff		
use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')			
ensure that help is available	Provide advice to staff on modelling behaviours		

for children and young people who have trouble cleaning their hands independently	encourage young children to learn and practise these habits through games, songs and repetition		
For those children in the youngest age groups who may have toileting issues, consider safe approaches	Availability of gloves and hand washing regimes. Availability of appropriate toilet cleaning materials Consideration of disposal and or storage of soiled clothes		
ensure that bins for tissues are emptied throughout the day	Consider disposal routes, double bag and leave for 72 hours		
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.		
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 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	Advise staff, relax expectations around work wear.		
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		
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	Plan sensible route around the building, use outside to help develop these where possible.		
staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time	Plan clearly for below half capacity in circulation and communal spaces. Consider removing some areas from use to allow decamp space.		
staggering lunch breaks - children and young people	Packed lunches eaten in class or on field if the weather is nice.		

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.			
ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	Each class to use designated toilets.		
Specific measures for some children and young people who will need additional support to follow these measures	Specific approaches for specific individuals Intimate care planning and PPE		
Use outside space for exercise and breaks:			
Consider outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff	Plan outdoor time in the curriculum for children		
although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately	Consider defined areas for specific groups Avoid equipment areas / outdoor play equipment		

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			
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: cleaning of non-healthcare settings guidance	Groups self contained. Discuss use of outdoor spaces with other staff on a daily basis.		
stagger the use of staff rooms and offices to limit occupancy	Discuss use of staff facilities with staff Consider use of delivery mechanisms to classes		
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 Manage workload with staff to ensure staff have downtime outside of the school day		
Seek to prevent the sharing of stationery and other equipment where possible.	Purchase more resources where necessary to support classes. Shared materials and surfaces should be cleaned and disinfected more frequently		
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	Plan for specific activities with sufficient time for cleaning of resources Allow 72 hours between re use windows		
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		

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		
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		
make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus	Dorset travel will ensure that transport providers are aware of this requirement.		
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.		
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	Transport arrangement for those with particular needs can be discussed with the Dorset travel team.		

needs who need support to access the vehicle or fasten seatbelts			
communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)			

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

Policies. Following discussion in the FGB 18th June 2020, governors would like it to be stated that normal activities described in policies may well be suspended during the partial opening of the school. Whilst this was specifically raised in relation to Collective Worship, it may apply to others as well. NB 24/6/2020