



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: Stower Provost Primary School <i>updated 19/06/20</i> <i>two more groups starting 2</i> <i>days per week from 22/06/20</i>	Specific Actions <i>Updates in italics 19/06/20</i> Updates for September 2020 in bold, updated 13/07/20 and 27/08/20 and 08/01/21	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 	Low – all checks carried out on schedule as usual. Kitchen equipment run through regularly	James Stanford 14/05/20 and on-going, and by 03/09/20

organise small class groups, as described in the 'class or group sizes' section above	Maximum of 15 students in each class – smaller may be appropriate Staff deployment to achieve this Minimise contact across groups of children and staff	Low – small year group numbers enable each year group in separate classes. Part-time staff will need to share groups <i>Additional teacher employed 2 days per week from 15/06.4 groups, 5 teachers, 3 TAs during the week</i> All children in from beginning of term, phased start for some Reception children. Timetabled breaks and cover Smaller numbers of pupils in, 2m distance where possible (not Reception class)	James Stanford 14/05/20 and on-going
organise classrooms maintaining space between seats and desks where possible	Specific layout issues / challenges	Low – as above 2 children per table, facing forward KS2 – 1 child per table	James Stanford 14/05/20 and on-going
decide which lessons or activities will be delivered	Restricted access to practical activities given the need for cleanliness	Low – no swimming/indoor pe/relay/football Review of activities to follow best practice guidance, cleaning after equipment used no singing, recorders, high aerobic indoor PE sessions following LA PE Risk assessment	James Stanford 14/05/20 and on-going
consider which lessons or classroom activities could take place outdoors	Remembering that outdoor equipment will be difficult to clean and should be avoided. This includes seated/table areas.	Low No use of playtrail if still appropriate Still appropriate	James Stanford 14/05/20 and on-

			going
use the timetable and selection of classroom or other learning environment to reduce movement around the school or building	Try to preserve a clean area should a classroom be needed as a decamp space following an outbreak of C19	Low – space available <i>More pressure on toilets – timetable and signposted cubicles/basins for groups sharing, rigorous cleaning</i> Rota for toilets, handwashing in classrooms where possible Point of use water heaters to be installed in each classroom at beginning of term to minimise need for children to visit toilets just to wash hands Oak/Chestnut Classes sharing Girls' Cloakroom, but dedicated cubicles/basins, staggered use	James Stanford 14/05/20 and on-going
stagger assembly groups	Avoid bringing groups of children into contact with other groups of children	Low - No whole school assemblies Consider on-line assemblies/no singing in classes Staggered timings	
stagger break times (including lunch), so that all children are not moving around the school at the same time	Discuss with catering providers how this may be achieved. Consider staff breaks Consider allocation of different spaces to groups	Low – adequate space outside for breaks, lunch in classrooms Continue with zoned areas at playtime, lunches in class rooms If more than 50%take-up of hot lunches in a class, they will go to hall All chn in hall for lunch (current max 26), sitting in class groups	James Stanford 14/05/20 and on-going
stagger drop-off and collection times	Consider how to arrange drop off and collection to best socially distance groups and parents. Remember transport implications for those travelling	Low – 36 families maximum, in 15 minute window – 2 entrances used. <i>Greater potential for congestion at end of day – to monitor and consider</i>	James Stanford 14/05/20 and on-

		<p><i>staggered hometime if deemed necessary</i></p> <p>Arrival has worked well and collection fine so far, monitor after school times to consider staggered end of the day 51 families at start of Sept. Monitor chn's arrival at school, anticipate no issue. End of school likely to need to stagger. Will review after Week 1. Have written to parents to remind of social distancing in car park. 21 families in, parents reminded re social distancing</p>	going
for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students			
plan parents' drop-off and pick-up protocols that minimise adult to adult contact	Parents outside gates, not on the premises. Wide areas set aside. Possible use of playing fields	Low - Parents to be advised to distance on car park when collecting children. As above	James Stanford 14/05/20 and on-going
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	Medium - System agreed for use of toilets (Y6 outdoor block – remember safeguarding), YR/1 and 2 – 5 liaise for indoor block) Zone playground/field Y 5 & 6 to continue using outside toilets, Yr and 1 to use boys', 2, 3 & 4 use the	James Stanford 14/05/20 and on-going

		girls' Revised – all children using indoor toilets, but separated and designated	
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 Do not rota equipment or spaces	Low - IT equipment to remain in separate rooms. Teachers plan different sports /art activities Collect all PE equipment in, redistribute in class groups	James Stanford 14/05/20 and on-going
remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere	Storage on semi permanent basis for some items may be appropriate	Low – insignificant unnecessary items in rooms	James Stanford 14/05/20 and on-going
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.	Medium - Reception Role-play and reading corners removed Soft furnishings remain removed, rotation of other equipment allowing for thorough cleaning	James Stanford 14/05/20 and on-going
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.	Awaiting guidance – 7 children eligible for school transport Small numbers of children on bus, exact numbers to be determined before September 29 children eligible for school transport – Vale Coaches aware and have capacity Bus running as usual, very low numbers	

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	To ask parents List available, no staff shielding	James Stanford 21/0520
institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences			
School uniform	Consider whether it is essential for children to wear uniform, daily clean clothes minimises infection risk.	Low - No uniform/PE kit needed; children wear home clothes suitable for all activities. Children will wear uniform and have PE kit in September Come dressed in PE kit on relevant days	James Stanford 14/05/20 and on-going
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	Clear notices for parents Electronic communication Reminders on a regular basis	Low – Posters and reminders of expectations will be sent out now, and repeated regularly. Staff vigilant Newsletter will all information before end of term and reminders at beginning of September	James Stanford 20/05/20

coronavirus infection)			
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.	Low – as above New intake will need more assistance arriving at school – to discourage parents from coming in unless extreme anxiety All non-staff adults needing to enter the building will have to wear a face covering No additional adults enter building unless emergency	James Stanford 20/05/20
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)	Communicate this in multiple ways to avoid parents missing the message	Low as above – use of class e-mail and text/parentmail/MS Teams	James Stanford 20/05/20
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	Low – as above Parents reminded of need to socially distance on school premises, will stagger end of school day if they are unable to keep apart	James Stanford 21/05/20 and on-going
also think about engaging parents and children in education resources such as e-bug and PHE schools	Encourage parents to reinforce messages at home	Low – as above	James Stanford 20/05/20

<u>resources</u>			
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	Low – in discussion with Vale coaches re travel arrangements	James Stanford 20/05/20
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	Involve staff at all levels in the development of working practice.	Low – full staff meeting held today <i>Staff updated with arrangements 11/06/20 and again during week of 15/06/20</i> INSET day agenda item for September/Ongoing – staff meetings via Teams	James Stanford 20/05/20
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.	Legionella tests carried out regularly, other taps flushed through full system flush inc dishwasher due w/b 01/09/20 Repeated w/b 04/01/21	James Stanford 20/05/20
discuss with cleaning contractors or staff the additional cleaning requirements and agree	Covid 19 funds may be deployed to this. Reference https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-	Regular discussions with cleaning team.	James Stanford 20/05/20

additional hours to allow for this	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	Medium – plans shared with staff today, regular reminders in weekly briefing	James Stanford 20/05/20
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.	Medium – children in separate year groups, but <i>zero</i> additional staff to cover Still difficult to manage with all children back, as no spare capacity, staff covering additional break duties mean some staff going without a break - to monitor	James Stanford 20/05/20
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	Effective rotas for staff with contingency plans	Low – Regular staff as far as possible (P/T issue) 15/06/20. Staff working normal days, no staff member working with more than one group, no children moving between groups, PPA cover an issue – one shared member of staff covering all classes. Distance to be maintained with older children at their tables Teachers/TAs staying in own classes. HT providing tech support for Teams in all classes – mask & Visor	James Stanford 20/05/20
ensure that wherever possible children and young	Consider desk allocation and specific resources for each child.	Medium – Older children will have work at own desks in trays, cleaning down	James Stanford

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	Minimise “collection” activities where children bunch together. Working trays on desks / ziplock bags of equipment	relatively straightforward. Younger children will need access to different equipment around the classroom/outdoor learning areas. Activities to be arranged to avoid paired/ group work as much as possible <i>All children have own desk/chair/stationery/school-only books – nothing is rotated, no child needs to use any equipment used by another save some IT equipment.</i>	20/05/20
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 nearby, provide hand sanitiser in classrooms and other learning environments	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 soap does not affect C19.	Medium - Stocks increased, cold water only in classrooms. Children to use handwash sink in kitchen under supervision if not appropriate to use outside toilets New point of use heaters invaluable	James Stanford 20/05/20
clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly	Consider how cleaning staff can be deployed to minimise cross contamination of areas. Cleaning of resources	Medium - Reduction in number of rooms used <i>and staggered attendance by new groups</i> enables more thorough cleaning of occupied zones. Contract Cleaners given guidance from Churchill. Education staff clean tables/door	James Stanford 20/05/20

than normal		handles etc several times per day	
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	Medium – Y6 children to use sink in classrooms or kitchen for incidental handwashing, <i>Groups 1 - 3</i> to use cloakroom basins. Staff to be vigilant Class sinks to be used	James Stanford 20/05/20
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	Medium – routines in place Sanitiser and thermometer check before entering building, hands washed before going to classes, regular wash/sanitiser stops through the day	James Stanford 20/05/20
are encouraged not to touch their mouth, eyes and nose	Develop routines with children and staff	Medium – children habitually touch faces etc – routines to be set up	James Stanford 20/05/20
use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')		Medium – children habitually touch faces etc – routines to be set up, bespoke bins provided	James Stanford 20/05/20
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, songs and repetition	Medium – routines built into planning	James Stanford 20/05/20
For those children in the youngest age groups who	Availability of gloves and hand washing regimes. Availability of appropriate toilet cleaning materials	Medium – Intimate Care Policy to be followed, PPE available	James Stanford

may have toileting issues, consider safe approaches	Consideration of disposal and or storage of soiled clothes		20/05/20
ensure that bins for tissues are emptied throughout the day	Consider disposal routes, double bag and leave for 72 hours	Medium – separate bin available in each classroom. Duty staff to empty break and lunch as appropriate	James Stanford 20/05/20
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.	Low – good ventilation available in all rooms	James Stanford 20/05/20
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	Medium – wedges available, staff trained in removal in the event of emergency	James Stanford 20/05/20
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		Medium – potential stock shortages, current levels fine	James Stanford 20/05/20
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	Advise staff, relax expectations around work wear.	Medium – risk to staff and families still present	James Stanford 20/05/20

setting			
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	Medium – support availability shared <i>Teaching staff work-life balance suffering as teaching in school and remotely – regular well-being checks</i>	James Stanford 20/05/20
Social distancing			
accessing rooms directly from outside where possible	Consider safe access routes and do not compromise site safety	Medium – alternative entrance to be used at beginning of day for <i>Groups 1, 2 & 3</i> , classroom doors used for playtimes	James Stanford 20/05/20
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.	Medium – narrow corridors. Keep left system in place to be reinforced on children’s return. Low numbers of children <i>and alternative routes minimises</i> use of corridors revised routes round school still in place for all children Continuing in January	James Stanford 20/05/20
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.	High – adequate outdoor space for all to go out together, low staff numbers make staggered breaks not possible. Alternative routes to playground (via fire doors) to be used. BUT small children will not understand they have to keep a distance from their friends <i>Small children have proved to be very aware</i>	James Stanford 20/05/20
staggering lunch breaks - children and young people	Plan meal sittings / provision with meals providers and parents.	Low – children to eat in classrooms <i>at own desks</i> or in class groups outside if	James Stanford

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.	Possible delivery of food to classrooms	possible If high percentage of any one class having school meals will be held in hall for that group only All children currently eating in hall – 3 distanced tables	20/05/20
ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	Consider the cleaning of toilets more regularly Consider access arrangements for toilets Maintain adult and children as separate toilet facilities	Medium - Y6 to use o/d facilities, <i>Groups 1 – 3</i> use indoor block Y5/6 o/s toilets, YR/1 Boys', Y2, 3, 4 Girls' <i>Yr R/1 Boys, Year 2/3/4 Girls' near, Year 5/6 Girls' far</i>	James Stanford 20/05/20
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	Low – no specific children, but increased supervision of handwashing of youngest	James Stanford 20/05/20
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	Medium – large outdoor learning environments but limited resources for the core curriculum. Children to have own clipboard <i>Older children have own bag of sports equipment</i> Equipment reorganised, group-specific equipment available	James Stanford 20/05/20
although outdoor equipment should not be used unless	Consider defined areas for specific groups Avoid equipment areas / outdoor play equipment	Zoned playground/field as best as possible	James Stanford

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			20/05/20
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	Consider carefully the rota arrangements for children in the school day.	Medium – If prolonged spell of poor weather, rota will need to be revised	James Stanford 20/05/20
stagger the use of staff rooms and offices to limit	Discuss use of staff facilities with staff Consider use of delivery mechanisms to classes	Medium – 9 staff in total, distancing possible	James Stanford

occupancy			20/05/20
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	High – with mixed year groups in each class, teachers will be planning for lessons they are teaching to the children present, and planning for the children still working at home. Reduced expectations of all planning and feedback necessary Reading books to go home, quarantined 3+days on return before sending out again	James Stanford 20/05/20
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	Low – Each child with own set of essentials	James Stanford 20/05/20
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	Low – effective timetabling of IT/PE equipment <i>Oldest children have bag with own equipment in</i>	James Stanford 20/05/20
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	Medium – 25% of children eligible for school transport – encouraged to arrange own transport	James Stanford 20/05/20
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	Await guidance	
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	Medium – only normal school drop off and collection times expected	James Stanford 20/05/20
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.	Medium – still risk of asymptomatic staff	James Stanford 20/05/20
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.	Medium – minibuses often used	James Stanford 20/05/20

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.	Medium – Young children often cannot manage their own seatbelts	James Stanford 20/05/20
communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)		For transport company to arrange	James Stanford 20/05/20

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