



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](mailto:childrenc19@dorsetcouncil.gov.uk) before 1<sup>st</sup> 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](mailto: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: Downlands Community School	Specific Actions	Residual risks	Lead responsible and completed date
<b>Planning and organising</b>			
DC prompt	Extract from Downlands risk management process		
Ensure that all health and safety compliance checks have been undertaken before opening in respect of: water, gas, fire safety.	<p><b>How can we be sure that basic utilities are safe and working after the closure period?</b>            Legionella tests are ongoing.            Weekly testing/checklists will resume as of 18/5, including weekly flushing of inactive water outlets. Pasteurization system has remained active during lockdown.            Engineers called in lockdown to repair boiler in YR and replace two dishwashers in school.            No gas cooking appliances on site. No cooking of food for the foreseeable, so deep clean of kitchen area planned for first few weeks.            Current issues being investigated with intention to rectify before 1st June: poor water heating for Reception Rooms; Faulty dishwashers to be replaced.</p> <p><b>How will normal emergency fire evacuation procedures be affected by the new reopening regime?</b>            Redraft of evacuation procedures completed and shared.            New fire drill involving different protocols for adult sweeping and the need to kick away door jams to prevent fire escalation. Children to evacuate as normal and line up with social distancing in tennis courts. Teachers to have Ipads to access Google Doc temporary registers.            Fire Drill completed on June 1st. (late morning)</p> <p>Additional door jams to be purchased and auto hold mechanisms to be activated so that unimpeded flow can be achieved. This unimpeded flow is set up by the site manager at the start of each day. Procedures for kicking away door jams to be added to updated fire safety drills.</p>	<p>Low (3) – weekly checks need to be maintained in order for malfunction to be detected speedily.</p> <p>Low (3) – initial uncertainty over drills will be eased after first drill. Need to repeat guidance as new children start after 1<sup>st</sup> June.</p>	<p>RGr 22/5/20</p> <p>JRi 29/5/20</p>

	<p><b>How can water fountains be made safe?</b> Site manager to cover all water fountains with bin bags. Children and parents advised to bring clearly named water bottle. Site manager to ensure adequate air flow in all teaching rooms and corridors at the start of the day.</p>	<p>Low (1). Relies upon parents naming water bottles and providing for pupils. Low risk of pupils inadvertently using wrong bottle.</p>	<p>RGr 8/5/20</p>
<p>Organise small class groups, as described in the 'class or group sizes' section above.</p>	<p><b>How can we limit children's exposure to other children and adults?</b> Headteacher to present DFE guidance on clinically vulnerable or extremely clinically vulnerable to parents so that correct choices are made.</p> <p>Children to be taught in groups no bigger than 15 for FS2 - Y6. No bigger than 8 for FS1. For pre-school children in early years settings, the staff to child ratios within <a href="#">Early Years Foundation Stage</a> (EYFS) continue to apply as set out here, and we recommend using these to group children. Children to be indoctrinated with the 'Protect the pack' mentality. Packs to be identified with coloured wrist bands. These silicone wristbands will be washed each evening. Children undertake all activities in their pack and will not mix with children of another pack under any circumstance, whilst in school. Apply staggered times for break/lunch/ etc. Maximum of two adults to work with 'pack' on any given day, with some job share/part-time situations allowed. All learning episodes to occur in classrooms with good natural ventilation: at least one window and door must be open.</p>	<p>Low(4). Based on the medical evidence submitted by parents and their choices to send their children to school, or continue to learn from home based on diagnosed medical needs. Residual risk around undiagnosed underlying health issues.</p> <p>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below: <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i> <b>DFE overview of scientific advice</b></p>	<p>SLT 21/5/20</p>
<p>Organise classrooms maintaining space between seats and desks where possible</p>	<p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b></p> <p>Stack all non-needed tables and chairs. Only 15 seated spaces for pupils (FS2 – Y6) and two seated spaces for adults at adequate distances. Seating areas clearly named. Basic equipment (pens/pencils) provided in labelled sandwich bags and placed on the workstation. Check window openings to maintain natural draught. A couple of windows to be opened at the start of each day and closed at the end.</p> <p>Ensure supply of tissues in class and nose blowing signage near tissues and bin/bagged.</p>	<p>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below: <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i> <b>DFE overview of scientific advice</b></p>	<p>Pack teachers and adults (22/5/20)</p>

	<p>Hand washing and tissue use posters used in classrooms. In situ detergent based products made available (hopefully non chemical TOUCAN available inexhaustibly from Garrison) All classrooms provided with hand sanitiser for staff use. Use of floor signage and hazard tape to demarcate areas.</p>		
<p>Decide which lessons or activities will be delivered</p>	<p><b>How will new behaviour and safety code be instilled with pupils early on?</b> First thing on Monday June 1, all pack teachers and TAs engaged in communicating expectations for safe behaviour and 'protect the pack' ideology:</p> <ul style="list-style-type: none"> <li>• Hand washing video - when will hand washing happen</li> </ul> <p><b>How will in school learning be delivered alongside home learning?</b> Morning learning to underpinned by home learning offer in relation to reading, writing and maths. Afternoon learning to be focused on foundation subjects and creative arts. Mindfulness and wellbeing episodes and exercise to be factored in on a daily basis also. Pupils in school will use available Ipads to carry out home learning style activities for maths, English, science and foundation subjects in the morning. All Ipads need to be named and labelled. Cleaning using a small amount of Toucan fluid and blue roll.</p> <p>No work to be completed in exercise books. If work is completed on worksheets, it will be scanned and assessed via SeeSaw or Tapestry. Any such worksheets are taken home. Any arts and craft based learning outcomes to be taken home.</p> <p><b>What movement will be expected within classrooms?</b> Reduce pupil and teacher movement to a minimum. It is acceptable for the teacher to teach from the desk. Use screen sharing where possible to facilitate modelling.</p> <p><b>How will PE be delivered?</b> Pupils will have twice weekly aerobic routine as pack, either on field or netball courts. Daily mile on other three days, carried out as a pack using space available. Pupils will wash hands before and after episodes of PE. Any equipment used should be cleaned before and after using TOUCAN fluid. School to act on DFE PE guidance when available.</p>	<p><b>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</b> <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i> <b>DFE overview of scientific advice</b></p> <p><b>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</b></p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> </ul>	<p>Pack teachers and adults (28/5/20 – coms to parents, 1/6/20 – protect the pack training and on-going)</p> <p>Pack teachers and adults (ongoing from 1/6/20)</p>

	<p>No use of hall for mass communal activities, including PE.</p> <p><b>How will children's mental health be supported?</b> Class teachers to build in JIGSAW and ICPS as part of weekly learning, geared towards current situations. If confident to do so, class teachers should also use mindfulness meditation approaches on a daily basis. ELSA on hand for 1:1 and small group work with strict social distancing. Use of Army Welfare Community Development worker and Educational Mental Health Practitioners at the point of need. Virtual small group ELSA on hand for home learners, adult to be based in school with support Army Welfare Community Development Worker.</p> <p><b>How will the school react to non-compliant or disrespectful behaviour which threatens the 'protect the pack' mentality?</b></p> <ol style="list-style-type: none"> <li>1. Prevention is better than cure - build protect the pack mentality and establish expectations on each child's first day, communicate with parents beforehand via letter, communicate with pupils via classroom video;</li> <li>2. Discussion with teacher;</li> <li>3. Educational consequence with SLT and ELSA with strict social distancing;</li> <li>4. Video conference or phone call with parent and HT.</li> </ol>	<p>- Minimising contact"</p> <p><b>DFE overview of scientific advice</b></p>	<p>RWa already on going, but every school day (am)</p>
<p>Consider which lessons or classroom activities could take place outdoors</p>	<p><b>How can a small group or 1:1 interventions proceed?</b> Individual risk assessments to be carried out at the point of need. Small group interventions are best carried out outside, but KS2 cosy area and the Hall are also suitable, ensuring 2m distancing and good ventilation to use closed rooms. NB SEND room and KS1 intervention rooms are out of use</p> <p><b>How will PE be delivered?</b> Use outdoor space for daily physical exercise: daily mile and twice weekly aerobic class.</p> <p>Use outdoor space to support afternoon learning in foundation subjects and creative arts.</p> <p>All outdoor spaces to be booked and coordinated to ensure no pack mixing or congestion at hand washing points.</p>	<p>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>RWa, KCr, AAH, KSm, PLu, 22/5/20 and ongoing from 1/6/20</p>
<p>Use the timetable and selection of classroom or other learning environment</p>	<p><b>How can we limit children's exposure to other children and adults?</b> Each pack (≤15 YR to Y6, ≤8 FS1) will have its own classroom, adequately spaced from other year groups. Movement around the school</p>	<p>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</p>	<p>SLT 21/5/20, 22/5/20 and reviewed</p>

<p>to reduce movement around the school or building</p>	<p>will be very much reduced due to no collective worship (virtual to be reviewed after 2 weeks) and no hot school meals in hall.</p> <p><b>How will suspected COVID-19 cases be treated safely?</b> Pack are moved to empty classroom (Ash or Pine) in school. Original classroom quarantined for deep clean. Notify the site manager immediately.</p>	<p><i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i></p> <p><b>DFE overview of scientific advice</b></p>	<p>weekly at staff briefing</p>
<p>Stagger assembly groups</p>	<p>No collective worship in first few weeks. Consider virtual assemblies to include home learners after week 1.</p>		<p>SLT reviewed weekly at staff briefing</p>
<p>Stagger break times (including lunch), so that all children are not moving around the school at the same time</p>	<p><b>How can we limit children's exposure to other children and adults?</b></p> <p>Mid morning break</p> <ul style="list-style-type: none"> <li>• Dandelions to use free flow play in decking area with certain packs at a time and using in-situ cleaning and red/green signage</li> <li>• FS2 to use free flow play outside Fir or Reception areas, limited to pack and using in-situ cleaning and red/green signage</li> <li>• Y1 to have mid morning break at 10:15 to 10:30; different 'packs' to use either cage or hard play ground or different areas of field (coloured cones to be laid out), depending on weather</li> <li>• PCP to have mid morning break at 10:30 to 10:45; different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> <li>• Y6 to have mid morning break at 10:45 - 11:00; different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> </ul> <p><i>Areas of field to be marked by coloured PE cones</i></p> <p>Lunch Packed lunches only for the time being. Food vouchers continue to be provided for FSM. All food eaten in classrooms:</p> <ul style="list-style-type: none"> <li>• 11:45 FS2 to eat lunch in classrooms then to use dedicated outdoor space</li> <li>• 12:05 Y1 pack to eat lunch in classroom followed by CBBC TV until lunch break allocation time</li> </ul>	<p><b>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</b></p> <p><i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i></p> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and adults (ongoing from 1/6/20)</p>

	<ul style="list-style-type: none"> <li>• 12:20 PCP to eat lunch in classrooms followed by CBBC TV until learning resumes at 12:45</li> <li>• 12:35 Y6 to eat lunch in classrooms followed by CBBC TV until learning resumes at 1:10</li> </ul> <p><i>Pack TAs/Teachers (Rota needed) to monitor classrooms whilst children are eating and clean childrens' desk space.</i> <i>Lunchtime supervisors to supervise outdoor lunch breaks. Rota to be established. If we break, stand in corridors and monitor. Strict social distancing to apply for non-pack adults.</i></p> <p>Lunch break</p> <ul style="list-style-type: none"> <li>• FS2 12:10 - 12:30 to use reception or Fir outdoor space</li> <li>• Y1 12:30 - 12:50 different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> <li>• PCP 11:50 - 12:10 different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> <li>• Y6 12:15 - 12:30 different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> </ul> <p>Break timings and systems to be reviewed after 1 week</p>		
<p>Stagger drop-off and collection times</p>	<p><b>How can we limit children's exposure to other children and adults?</b> Children will be asked to be dropped off at and picked up from school (Y6 can come on their own) at specific times COMS:</p> <p><b>Drop off</b> Rear car park driveway</p> <ul style="list-style-type: none"> <li>• 8:40 PCP children and their siblings in FS1/2, Y1</li> <li>• 8:50 Family groups from FS1/FS2 and Y1</li> <li>• 9:00 Single children from Y1</li> <li>• 9:10 Single children from FS2</li> <li>• 9:20 Single children from FS1</li> </ul> <p>Y6 entrance</p> <ul style="list-style-type: none"> <li>• 8:50 Single children from Y6 (walking on their own)</li> </ul> <p>Before school club</p>	<p><b>Low(4). Based on the medical evidence (DFE overview of scientific advice)</b> that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing around drop off and pick up points.</p>	<p>JRI and admin team 28/5/20 and ongoing from June 1<sup>st</sup>. Reviewed weekly</p>

	<ul style="list-style-type: none"> <li>• PCP pupils only. Use side door near decking, following signage and social distancing stickers</li> </ul> <p><b>Pick up</b> Rear car park driveway</p> <ul style="list-style-type: none"> <li>• 2:20 Single Children from FS1</li> <li>• 2:30 Single Children from FS2</li> <li>• 2:40 Single children from Y1</li> <li>• 2:50 Family groups from FS1/FS2 and Y1</li> <li>• 3:00 PCP children and their siblings in FS1/2, Y1</li> <li>• 3:30 to 5:00 PCP children from side door</li> </ul> <p>Y6 entrance</p> <ul style="list-style-type: none"> <li>• 3:00 Single children from Y6 (walking on their own)</li> </ul>		
<p>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact</p>	<p><b>How will the school prepare the premises to facilitate social distancing of parents?</b> Parents advised not to enter the school building unless through appointment and via the front office. Use consistent camp signage at key entry points to remind parents of the need to use social distancing. Establish one way system for 'back gate' drive as main drop off route for parents of FS1/FS2/Y1. Put in place clear signage at entrance to drive to rear car park "All Pupil Drop Offs this way" Use 2m distance tape to avoid congestion at drop off zones and pathway to the reception area. Staff allocated to drop off and pick times to wear High Viz jackets at drop off and pick up points. (Hi vis jackets in stick room, to be named to allow one person use) Use staggered start and finish times for all pupils using the school.</p>	<p>Low(4). Based on the medical evidence (DFE overview of scientific advice) that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds.</p>	<p>JRI and admin team 28/5/20 and ongoing from June 1st. Reviewed weekly</p>
<p>Consider how to keep small groups of children together throughout the day and to</p>	<p><b>How will the school allow for smooth unimpeded flow of staff and pupils?</b> Staggered breaks/lunch/hand washing/toilet use. Later two achieved by internal telephone communication between classrooms. Remove all unnecessary furniture from corridors.</p>	<p>Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the positive impact of staggered activity times:</p>	<p>Site manager and Pack Teachers and TAs. 22/5/20 and on-going.</p>



<p>avoid larger groups of children mixing</p>	<p>Apply middle line markings to corridors and 'keep left' signage' to all corridors.</p>	<p><i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i></p> <p><b>DFE overview of scientific advice</b></p>	<p>Reviewed weekly</p>
<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><b>How will children be allowed to play?</b> No ball games which result in contact: eg football. No equipment apart from that which can be easily cleaned and use of stop/go signage. No climbing frames. Children to be advised of safe play options from pack leaders.</p> <p><b>What extra considerations will be needed for FS1 children?</b> Declutter rooms for effective cleaning. Stop/Go Red/Green signage for controlling the flow of in-situ cleaning of shared outdoor cleaning. Allow cleanable toys and activities. Utilise dishwasher in big cook/little cook or leave for 72 hours when uncertain. Use a Pack Toy box to limit cross-contamination</p>	<p>Low (3). Based on a high likelihood that children will breach social distancing and that any play equipment routine cannot be 100% efficient, but coupled with science below:</p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and adults and lunchtime supervisors(ongoing from 1/6/20 and reviewed weekly)</p>
<p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p>	<p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b> Stack all non needed tables and chairs. Only 15 seated spaces for pupils and two seated spaces for adults at adequate distances.</p> <p>Seating areas clearly named.</p> <p>Basic equipment (pens/pencils) provided in labelled sandwich bags and placed on the workstation.</p> <p><b>What extra considerations will be needed for FS1 children?</b> Declutter rooms for effective cleaning. Stop/Go Red/Green signage for controlling the flow of in-situ cleaning of shared outdoor cleaning. Allow cleanable toys and activities.</p>	<p>Low (3). Based on a high likelihood that children will breach social distancing and that any play equipment routine cannot be 100% efficient, but coupled with science below:</p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and adults (22/5/20)</p>

<p>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p>	<p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b></p> <p>For FS2 and FS1, Minimise the use of soft areas, such as reading corners or shared spaces.</p>	<p><b>Low (3). Based on a high likelihood that children will breach social distancing and that any play equipment routine cannot be 100% efficient, but coupled with science below:</b></p> <p>“To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact”</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and adults (22/5/20)</p>
<p>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)</p>	<p><b>How can we limit children’s exposure to other children and adults?</b></p> <p>The vast majority of children walk to school. Parents of FS1 to Y5 pupils have been told to accompany their child(ren). One adult per family only. Y6 pupils are to walk to school independently and have been advised not to congregate outside of family groups on the way to school, using a separate entrance to the other children.</p>	<p><b>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</b></p> <p><i>“The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults.”</i></p> <p><b>DFE overview of scientific advice</b></p>	<p>JRI and admin team 28/5/20 and ongoing from June 1<sup>st</sup>. Reviewed weekly</p>
<p>Vulnerable staff and students</p>	<p><b>How will the school protect vulnerable pupils and adults?</b></p> <p>All parents were presented with the DFE guidance and risks around clinically vulnerable and clinically extremely vulnerable children and asked to contact the headteacher to talk through any particular issues or concerns about reopening.</p>	<p><b>Low (4). Based on the possibility that a few children may have undiagnosed medical vulnerabilities or that parents have not disclosed this information, but coupled with science below:</b></p> <p><i>“The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that</i></p>	<p>JRI to survey staff and pupils 15/5/20</p>

	<p>All staff were asked to complete a medical update form, identifying clinical or extreme clinical vulnerability. Based on this information and a survey of pupil numbers expected for partial restart, vulnerable staff were asked to work from home. Anxious staff, or those living with clinically vulnerable have been given roles with strict social distancing or been asked to work from home.</p> <p>There are 3 pupils who have been identified as shielded, all of which are learning from home. One staff member has self identified as shielded and is working from home.</p>	<p><i>the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults.”</i> <b>DFE overview of scientific advice</b></p> <p><b>Medium (6). Based on the medical evidence (DFE overview of scientific advice)</b> that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds. Also, that there may be undiagnosed medical vulnerabilities in the adults working in the building</p>	
School uniform	<p>The school considers that uniform will ensure that appropriate clothing is worn which minimises skin-to-skin contact on shared seated surfaces. Also, to reduce susceptibility to sun burn.</p>	<p><b>Low (3). Based on the DFE guidance</b></p> <p>“To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact”</li> </ul> <p>This DFE guidance does not prohibit the wearing of school uniform.</p>	<p>Pack teachers and adults (22/5/20) To be reviewed weekly</p>
<b>Communicating your plans</b>			
Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education	<p><b>How will the school prepare for visits from parents and other visitors to the reception?</b> Parents encouraged not to use the reception area without an appointment. All necessary staff/parent contact to be undertaken by phone call or video conferencing (Zoom or Hangout).</p>	<p><b>Low(4). Based on the medical evidence (DFE overview of scientific advice)</b> that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds.</p>	<p>JRi and admin team 28/5/20</p>

<p>or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</p>	<p>All necessary stakeholder contact to be undertaken by phone call or video conferencing (Zoom or Hangout). Hand sanitiser to be available to all visitors entering the school. Reception area to only have members of one household at a time, or two adults applying social distancing.</p> <p>Reception staff to only open glass partition 10 cm and ask visitors to stand where indicated on the floor. Also, encourage visitors to phone office to communicate if necessary.</p> <p><b>How will the school prepare for contractors and deliveries?</b> Site manager to contact all contractors to advise of social distancing regime around school and to advise for work to be carried out outside of school opening hours where possible. COMS</p> <p>Signage on front entrance to advise of the need to phone the office on arrival and the expectations for social distancing in the reception area.</p>		
<p>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.</p>	<p><b>How can we limit children's exposure to other children and adults?</b> Children will be asked to be dropped off at and picked up from school (Y6 can come on their own) at specific times, accompanied by just one adult:</p> <p><b>Drop off</b> Rear car park driveway</p> <ul style="list-style-type: none"> <li>● 8:40 PCP children and their siblings in FS1/2, Y1</li> <li>● 8:50 Family groups from FS1/FS2 and Y1</li> <li>● 9:00 Single children from Y1</li> <li>● 9:10 Single children from FS2</li> <li>● 9:20 Single children from FS1</li> </ul> <p>Y6 entrance</p> <ul style="list-style-type: none"> <li>● 8:50 Single children from Y6 (walking on their own)</li> </ul> <p><b>Pick up</b> Rear car park driveway</p> <ul style="list-style-type: none"> <li>● 2:20 Single Children from FS1</li> <li>● 2:30 Single Children from FS2</li> <li>● 2:40 Single children from Y1</li> <li>● 2:50 Family groups from FS1/FS2 and Y1</li> </ul>	<p><b>Low(4). Based on the medical evidence (DFE overview of scientific advice) that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds.</b></p>	<p>JRi and admin team 28/5/20</p>

	<ul style="list-style-type: none"> <li>• 3:00 PCP children and their siblings in FS1/2, Y1</li> <li>• 3:30 to 5:00 PCP children from side door</li> </ul> <p>Y6 entrance</p> <ul style="list-style-type: none"> <li>• 3:00 Single children from Y6 (walking on their own)</li> </ul>		
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)	See above. Plus, this message will be reinforced by clear signage and on the final 'joining instructions' sent to parents who have expressed an interest in admitting their children.	<b>Low(4). Based on the medical evidence (DFE overview of scientific advice)</b> that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds.	JRi and admin team 28/5/20
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)	<p><b>How will the school prepare the premises to facilitate social distancing of parents?</b></p> <p>Parents advised not to enter the school building unless through appointment and via the front office.</p> <p>Use consistent camp signage at key entry points to remind parents of the need to use social distancing.</p> <p>Establish one way system for 'back gate' drive as main drop off route for parents of FS1/FS2/Y1.</p> <p>Put in place clear signage at entrance to drive to rear car park "All Pupil Drop Offs this way"</p> <p>Parents encouraged not to use the reception area without an appointment. All necessary staff/parent contact to be undertaken by phone call or video conferencing (Zoom or Hangout). Communicated via joining letter.</p>	<b>Low(4). Based on the medical evidence (DFE overview of scientific advice)</b> that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds.	JRi and admin team 28/5/20
Also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a>	Hand washing video and coronavirus story book sent with email with final joining instructions.	<b>Low (3). Based on a high likelihood that children will forget hygiene, but that regular enforced hand washing and protect the pack training will mitigate this.:</b>	Pack teachers and Admin team. 22/5/20 and 28/5/20
		"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:	

		<ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></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	All staff asked to be present at virtual training day on 22/5. Risk assessment discussion document was sent out two days in advance of this. Headteacher led staff for 2 hours on particulars of this plan. DC recommended Prevent COVID-19 e training was requested from all staff.	Low (1). 97% attendance of staff at virtual training day, with risk assessment sent to all staff well in advance.	JRI and all staff 22/5/20
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	The site manager has already met with the in-house cleaning team and a final meeting will be held with the headteacher on 29/5. The school has been regular contact with Food Links, but has chosen not to proceed with hot school meals at this time. PHS have continued to visit the school during lockdown. Existing arrangements for other waste collections continue.	Low (1). Established systems that have been continuing through lock down. Good local links.	Site manager and admin team, began w/b 12/5/20
Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this	Over time hours for existing cleaning staff have been set and allocated against emergency fund:  Covid 19 funds may be deployed to this. Reference <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>	Low (1). Established systems that have been continuing through lock down. In-house cleaning from adults who live on camp.	Site manager, w/b 18/5/20
<b>When open</b>			

<p>Keep cohorts together where possible</p>	<p><b>How can we limit children's exposure to other children and adults? or FS1?</b>          For pre-school children in early years settings, the staff to child ratios within <a href="#">Early Years Foundation Stage</a> (EYFS) continue to apply as set out here, and we recommend using these to group children.          Children to be indoctrinated with the 'Protect the pack' mentality. Packs to be identified with coloured wrist bands. These silicone wristbands will be washed each evening.          Children undertake all activities in their pack and will not mix with children of another pack under any circumstance, whilst in school. Apply staggered times for break/lunch/ etc.          Maximum of two adults to work with 'pack' on any given day, with some job share/part-time situations allowed.</p>	<p><b>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</b>  <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i>  <b>DFE overview of scientific advice</b></p>	<p>SLT 21/5/20</p>
<p>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</p>	<p><b>See above</b></p>		
<p>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</p>	<p>Children will wear coloured silicon wrist bands to identify themselves within coloured packs and to identify any unsanctioned 'mixing'.</p>	<p><b>Low (3). Based on a high likelihood that children will breach social distancing, but coupled with science below:</b>  <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger</i></p>	<p>Pack teachers and adults (ongoing from 1/6/20), reviewed weekly</p>



		<i>children (up to age 11 to 13) is lower than for adults.”</i> <b>DFE overview of scientific advice</b>	
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	<b>How will cleaning regimes be changed after the closure period?</b> In situ cleaning to be enabled by all staff for regularly used hard surfaces such as hand rails and necessary door handles, work stations and communal play areas. Safe detergents and cloths (Toucan fluid provided by Garrison free of charge. Extra spray bottles needed. Blue roll needed for wiping up. Use stop/go red/green signage to indicate that areas have or have not been cleaned. Seating areas clearly named. Basic equipment (pens/pencils) provided in labelled sandwich bags and placed on the workstation. For FS2 and FS1, Minimise the use of soft areas, such as reading corners or shared spaces. Check window openings to maintain natural draught. A couple of windows to be opened at the start of each day and closed at the end. Ensure supply of tissues in class and nose blowing signage near tissues and bin/bagged. Hand washing and tissue use posters used in classrooms.	<b>Low (3).</b> Based on a high likelihood that there is always the possibility of insufficient in-situ cleaning within a pack, given a child's propensity to forget hygiene rules. However, there is a limitless supply of TOUCAN fluid to facilitate in-situ cleaning.  “To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:  <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact”</li> </ul> <b>DFE overview of scientific advice</b>	Pack teachers and adults (ongoing from 1/6/20), reviewed weekly
For cleaning and hygiene: follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>	This DFE guidance has been shared and discussed with site manager.  Mark A Foxwell <a href="mailto:m.a.foxwell@dorsetcc.gov.uk">m.a.foxwell@dorsetcc.gov.uk</a> Can advise on specific issues.	<b>Low (1).</b> Based on a high likelihood that we are using an established cleaning team with the ability to provide overtime hours.  “To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:  <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact”</li> </ul> <b>DFE overview of scientific advice</b>	Site manager 14/5/20
Ensure that sufficient handwashing facilities are	<b>How can we ensure that there is enough hand soap and paper towels?</b> Apply current systems which are working.	<b>Low (3).</b> Based on a high likelihood that there is always the possibility of children forgetting hygiene rules. However, there is a limitless supply of	Site manager, cleaning team and pack



<p>available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p>	<p>Site manager to ensure regular checks on soap and towel supplies in all toilets and that cleaning regimes are working.</p> <p><b>How will pupils be allowed to use the toilet?</b>  YR pupils in reception class and elm class to use separate toilets.  Pupils in Oak and Fir to share toilets.  PCP pupils and Y6 pupils to share toilets. External toilet doors to be wedged open to minimise handle use. Signage to limit 3 pupils at a time.  Medically isolated children to use outside toilets (KS2), otherwise these are not in use.  Only one boy or girl allowed in the toilet during lesson time. Confirm with classroom telephones.  Class teachers/TAs to regularly clean external door handles to toilets with in-situ cleaning products.  For mass hand washing, only pupils of the same pack are allowed in toilets at a time, achieved according to breaktime rota.</p>	<p><b>TOUCAN fluid to facilitate in-situ cleaning. Also cleaning staff are being retrained to focus on key areas.</b> Coupled with regular 'protect the pack' indoctrination of children.</p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>Teachers and TAS. 22/5/20 ongoing and reviewed weekly</p>
<p>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</p>	<p><b>How will cleaning regimes be changed after the closure period?</b>  Full cleaning rotas to be reinstated with consideration given to extra hours where necessary.  Site manager to advise team on cleaning advice presented in <a href="#">DFE Cleaning Guidance</a> and present within coms to cleaning staff.  In-situ cleaning to be enabled by all staff for regularly used hard surfaces such as hand rails and necessary door handles, work stations and communal play areas. Safe detergents and cloths (Toucan fluid provided by Garrison free of charge - liaise with Neil Cansfield and Ricky Gaston. Extra spray bottles needed. Blue roll needed for wiping up. Use stop/go red/green signage to indicate that areas have or have/not been cleaned.</p> <p>Toucan fluid and blue roll available near the stairs for in-situ cleaning at top and bottom of stairs handrails.</p>	<p><b>Low (2).</b> Based on a high likelihood that we are using an established cleaning team with the ability to provide overtime hours. Also, that the training day was used to declutter teaching areas and remove or prohibit items and surfaces that cannot be cleaned.</p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>Site manager, cleaning team and pack Teachers and TAS. 22/5/20 ongoing and reviewed weekly</p>
<p><b>Hygiene: ensure that all adults and children...</b></p>			
<p>...frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review</p>	<p><b>How often will hand washing be enforced?</b>  All adults to wash their hands on arrival and upon leaving the school premises, as well as regularly during the day. Alcohol based hand sanitizer available in classrooms.</p>	<p><b>Low (2).</b> Based on a high likelihood that there is always the possibility of children forgetting hygiene rules. However, there will be regular routines for hand washing, coupled with regular 'protect the pack' indoctrination of children and clear signage.</p>	<p>Pack Teachers and TAS. 22/5/20 ongoing and reviewed weekly</p>

<p>the <a href="#">guidance on hand cleaning</a></p>	<p>All adults to remind pupils of the following handwashing schedule:</p> <ul style="list-style-type: none"> <li>- On arrival to school</li> <li>- Before and after each breaktime</li> <li>- Before and after each PE activity</li> <li>- Before leaving school</li> </ul> <p>Handwashing schedule to be communicated parents (HT letter) and pupils (class video)</p>	<p>“To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact”</li> </ul> <p><b>DFE overview of scientific advice</b></p>	
<p>...clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</p>	<p><b>How often will hand washing be enforced?</b> All adults to remind pupils of the following handwashing schedule:</p> <ul style="list-style-type: none"> <li>- On arrival to school</li> <li>- Before and after each breaktime</li> <li>- Before and after each PE activity</li> <li>- Before leaving school</li> </ul> <p>Handwashing schedule to be communicated parents (HT letter) and pupils (class video)</p> <p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b> Ensure supply of tissues in class and nose blowing signage near tissues and bin/bagged. Hand washing and tissue use posters used in classrooms.</p>	<p>See above</p>	<p>See above</p>
<p>...are encouraged not to touch their mouth, eyes and nose</p>	<p><b>How can we limit children’s exposure to other children and adults?</b> Children to be indoctrinated with the ‘Protect the pack’ mentality. Packs to be identified with coloured wrist bands. These silicone wristbands will be washed each evening.</p> <p><b>How will new behaviour and safety code be instilled with pupils early on?</b> First thing on Monday June 1, all pack teachers and TAs engaged in communicating expectations for safe behaviour and ‘protect the pack’ ideology:</p> <ul style="list-style-type: none"> <li>• Hand washing video - when will hand washing happen</li> </ul>	<p>See above</p>	<p>See above</p>
<p>...use a tissue or elbow to cough or sneeze and use</p>	<p><b>How can we limit children’s exposure to other children and adults?</b></p>	<p>See above</p>	<p>See above</p>

bins for tissue waste ('catch it, bin it, kill it')	<p>Children to be indoctrinated with the 'Protect the pack' mentality. Packs to be identified with coloured wrist bands. These silicone wristbands will be washed each evening.</p> <p><b>How will new behaviour and safety code be instilled with pupils early on?</b></p> <p>First thing on Monday June 1, all pack teachers and TAs engaged in communicating expectations for safe behaviour and 'protect the pack' ideology:</p> <ul style="list-style-type: none"> <li>• Hand washing video - when will hand washing happen</li> </ul> <p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b></p> <p>Ensure supply of tissues in class and nose blowing signage near tissues and bin/bagged.</p> <p>Hand washing and tissue use posters used in classrooms.</p>		
...ensure that help is available for children and young people who have trouble cleaning their hands independently	<p><b>How can we limit children's exposure to other children and adults?</b></p> <p>Children to be indoctrinated with the 'Protect the pack' mentality. Packs to be identified with coloured wrist bands. These silicone wristbands will be washed each evening.</p> <p><b>How will new behaviour and safety code be instilled with pupils early on?</b></p> <p>First thing on Monday June 1, all pack teachers and TAs engaged in communicating expectations for safe behaviour and 'protect the pack' ideology:</p> <ul style="list-style-type: none"> <li>• Hand washing video - when will hand washing happen</li> </ul> <p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b></p> <p>Ensure supply of tissues in class and nose blowing signage near tissues and bin/bagged.</p>	See above	See above
For those children in the youngest age groups who may have toileting issues, consider safe approaches	<p><b>What about nappy changing or regular intimate care?</b></p> <p>If intimate care is needed but the child does not show COVID-19 symptoms. Follow normal intimate care policy.</p> <p>Policy addendum issued. Face masks may be worn.</p>	Low (4). Based on the medical evidence (DFE overview of scientific advice) that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around the spread of disease from asymptomatic children, during intimate care. Face masks are an option as discussed on training day.	Key workers 22/5/20 and ongoing from 1/6/20
Ensure that bins for tissues are emptied throughout the day	<p><b>How will contaminated waste be cleared up?</b></p> <p>Waste products to be double bagged (use yellow bin liners?) and date labelled.</p> <p>Waste products to be stored in shed outside a/s club. Disposed as part of normal waste removal after 72 hours or at the point that COVID-19 test return is positive. Inform site manager.</p>	Low (2). Based on guidance given around use of PPE and clear systems for disposing potentially hazardous waste	All staff and site manager – 22/5/20 and ongoing

<p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p>	<p><b>How will classrooms be altered to facilitate safe distancing within classrooms?</b> Check window openings to maintain natural draught. A couple of windows to be opened at the start of each day and closed at the end.</p>	<p>Low (1). Good ventilation possible within school with additional methods (door jams) and regular window opening.</p>	<p>All staff and site manager – 22/5/20 and ongoing</p>
<p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p>	<p><b>How can the school safely minimise door opening?</b> Additional door jams to be purchased and auto hold mechanisms to be activated so that unimpeded flow can be achieved. This unimpeded flow is set up by the site manager at the start of each day. Procedures for kicking away door jams to be added to updated fire safety drills.</p> <p><b>How will normal emergency fire evacuation procedures be affected by the new reopening regime?</b> Redraft of evacuation procedures completed and shared w/b 26/5. New fire drill involves different protocols for adult sweeping and the need to kick away door jams to prevent fire escalation. Children to evacuate as normal and line up with social distancing in tennis courts. Teachers to have Ipads to access Google Doc temporary registers. Fire Drill completed on June 1st. (late morning)</p>	<p>Low (1). Door jams bought which do not impede emergency exits. Fire drills adjusted to accommodate removal of these door jams in the event that an alarm is raised.</p>	<p>Site manager and JRi 22/5/20 and on going</p>
<p>Discuss with staff that there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p>	<p>Advise staff, relax expectations around work wear. Staff given the option of going home to shower/get changed if necessary, after attending to a pupil sickness incident.</p>	<p>Low 1</p>	<p>JRi and all staff</p>
<p>Consider measures to support staff mental health and well being</p>	<p>a) How will the mental health of staff be supported? Regular virtual social events planned: Zoom quiz. Virtual staffroom meet ups via Zoom for those colleagues working from home. Adult mental health support offered from NEU: <a href="#">NEU advice for adult mental health in relation to Coronavirus</a> SLT are aware of NEU guidance on <a href="#">NEU guidance for staff mental health and well being during Coronavirus</a> Referrals to 'Schools' UK' stress counselling at the point of need.</p>	<p>Low 2 – Staff mental health liable to fluctuate depending on experiences in school and national COVID-19 alert levels. Reduced isolation will have a positive impact on mental health</p>	<p>JRi, and phase leads. To be reviewed on weekly basis</p>

	<p>Additional resources are available through Dorset Healthcare – see link.</p> <p>(<a href="https://www.dorsethealthcare.nhs.uk/coronavirus-1/mental-healthwellbeing-advice">https://www.dorsethealthcare.nhs.uk/coronavirus-1/mental-healthwellbeing-advice</a>)</p>		
<b>Social distancing</b>			
Accessing rooms directly from outside where possible	All pupil packs to use class doors to access outdoor learning and breaks.	<p>Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the positive impact of staggered activity times:</p> <p><i>“The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults.”</i></p> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and TAs, 22/5/20 and ongoing from 1/6/20. Reviewed weekly</p>
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	<p><b>How will the school allow for smooth unimpeded flow of staff and pupils?</b> Staggered breaks/lunch/hand washing/toilet use. Later two achieved by internal telephone communication between classrooms. COMS Remove all unnecessary furniture from corridors. Apply middle line markings to corridors and ‘keep left’ signage’ to all corridors.</p> <p><b>How can the school safely minimise door opening?</b> Additional door jams to be purchased and auto hold mechanisms to be activated so that unimpeded flow can be achieved. This unimpeded flow is set up by the site manager at the start of each day. Procedures for kicking away door jams to be added to updated fire safety drills. All pupil packs to use class doors to access outdoor learning and breaks.</p>	<p>Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the positive impact of staggered activity times:</p> <p><i>“The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults.”</i></p> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and TAs, 22/5/20 and ongoing from 1/6/20. Reviewed weekly</p>
Staggering breaks to ensure that any corridors or circulation routes used have	<p><b>How can we limit children’s exposure to other children and adults?</b> Mid morning break</p>	See above	See above

<p>a limited number of pupils using them at any time</p>	<ul style="list-style-type: none"> <li>• Dandelions to use free flow play in decking area with certain packs at a time and using in-situ cleaning and red/green signage</li> <li>• FS2 to use free flow play outside Fir or Reception areas, limited to pack and using in-situ cleaning and red/green signage</li> <li>• Y1 to have mid morning break at 10:15 to 10:30; different 'packs' to use either cage or hard play ground or different areas of field (coloured cones to be laid out), depending on weather</li> <li>• PCP to have mid morning break at 10:30 to 10:45; different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> <li>• Y6 to have mid morning break at 10:45 - 11:00; different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> </ul> <p><i>Areas of field to be marked by colored PE cones</i></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><b>How can we limit children's exposure to other children and adults?</b></p> <p>Lunch Packed lunches only for the time being. Food vouchers continue to be provided for FSM. All food eaten in classrooms:</p> <ul style="list-style-type: none"> <li>• 11:45 FS2 to eat lunch in classrooms then to use dedicated outdoor space</li> <li>• 12:05 Y1 pack to eat lunch in classroom followed by CBBC TV until lunch break allocation time</li> <li>• 12:20 PCP to eat lunch in classrooms followed by CBBC TV until learning resumes at 12:45</li> <li>• 12:35 Y6 to eat lunch in classrooms followed by CBBC TV until learning resumes at 1:10</li> </ul> <p><i>Pack TAs/Teachers (Rota needed) to monitor classrooms whilst children are eating and clean childrens' desk space. Lunchtime supervisors to supervise outdoor lunch breaks. Rota to be established. If we break, stand in corridors and monitor. Strict social distancing to apply for non-pack adults.</i></p> <p>Lunch break</p> <ul style="list-style-type: none"> <li>• FS2 12:10 - 12:30 to use reception or Fir outdoor space</li> </ul>	<p>See above</p>	<p>See above</p>

	<ul style="list-style-type: none"> <li>• Y1 12:30 - 12:50 different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> <li>• PCP 11:50 - 12:10 different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> <li>• Y6 12:15 - 12:30 different 'packs' to use either cage or hard play ground or different areas of field, depending on weather</li> </ul> <p><b>How will cleaning regimes be changed after the closure period?</b> In situ cleaning to be enabled by all staff for regularly used hard surfaces such as hand rails and necessary door handles, work stations and communal play areas. Safe detergents and cloths (Toucan fluid provided by Garrison free of charge - liaise with Neil Cansfield and Ricky Gaston. Extra spray bottles needed. Blue roll needed for wiping up. Use stop/go red/green signage to indicate that areas have or have/not been cleaned. Lunchtime supervisors on hand to assist in cleaning whilst maintaining distance from pack.</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><b>How will pupils be allowed to use the toilet?</b> YR pupils in reception class and elm class to use separate toilets. Pupils in Oak and Fir to share toilets. PCP pupils and Y6 pupils to share toilets. External toilet doors to be wedged open to minimise handle use. Signage to limit 3 pupils at a time. Medically isolated children to use outside toilets (KS2), otherwise these are not in use. Only one boy or girl allowed in the toilet during lesson time. Confirm with classroom telephones. Class teachers/TAs to regularly clean external door handles to toilets with in-situ cleaning products. For mass hand washing, only pupils of the same pack are allowed in toilets at a time, achieved according to breaktime rota.</p>	<p><b>Low (3).</b> Based on a high likelihood that there is always the possibility of children forgetting hygiene rules. However, there is a limitless supply of TOUCAN fluid to facilitate in-situ cleaning. Also cleaning staff are being retrained to focus on key areas. Coupled with regular 'protect the pack' indoctrination of children.</p> <p>"To help prevent the spread of the coronavirus, a range of approaches and actions should be employed:</p> <ul style="list-style-type: none"> <li>- Cleaning hands more often than usual</li> <li>- Cleaning frequently touched surfaces</li> <li>- Minimising contact"</li> </ul> <p><b>DFE overview of scientific advice</b></p>	<p>Pack teachers and TAs, 22/5/20 and ongoing from 1/6/20. Reviewed weekly</p>
<p>Specific measures for some children and young people who will need additional</p>	<p><b>What about nappy changing or regular intimate care?</b> If intimate care is needed but the child does not show COVID-19 symptoms. Follow normal intimate care policy. Policy addendum issued</p>		



support to follow these measures			
<b>Use outside space for exercise and breaks:</b>			
Consider outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff	<b>How will in school learning be delivered alongside home learning?</b> Where practicable and with considerations given to logistics, outdoor spaces to be used to facilitate learning, particularly in the afternoon. ELSA on hand for 1:1 and small group work with strict social distancing using outdoor space or hall if necessary	<b>Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the positive impact of staggered activity times:</b> <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i> <b>DFE overview of scientific advice</b>	Pack teachers and TAs, 22/5/20 and ongoing from 1/6/20. Reviewed weekly
Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a>	<b>How will PE be delivered?</b> Pupils will have twice weekly aerobic routine as pack, either on field or in cage. Daily mile on other three days, carried out as a pack using space available. Pupils will wash hands before and after episodes of PE. Any equipment used should be cleaned before and after using TOUCAN fluid.  In situ cleaning to be enabled by all staff for regularly used hard surfaces such as hand rails and necessary door handles, work stations and communal play areas. Safe detergents and cloths (Toucan fluid provided by Garrison free of charge. Extra spray bottles needed. Blue roll needed for wiping up. Use stop/go red/green signage to indicate that areas have or have/not been cleaned).	<b>Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the positive impact of staggered activity times:</b> <i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i> <b>DFE overview of scientific advice</b>	Pack teachers and TAs, 22/5/20 and ongoing from 1/6/20. Reviewed weekly
<b>For shared rooms:</b>			
Use halls, dining areas and internal and external sports facilities for lunch and	No internal shared (multi-pack) spaces to be used. Hall only used for allowing distancing during 1:1 or small group interventions. All PE to be done outdoors. All eating within pack classrooms or outside.	<b>Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the positive impact of staggered activity times:</b>	Pack teachers and TAs, 22/5/20 and ongoing from 1/6/20.



<p>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 <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>		<p><i>"The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults."</i> <b>DFE overview of scientific advice</b></p>	<p>Reviewed weekly</p>
<p>Stagger the use of staff rooms and offices to limit occupancy</p>	<p><b>How can we limit staff exposure to children and adults?</b> Only 8 adults allowed in the staffroom at any one time and staff to observe distancing, at least one chair between each adult. 4 adults in the comfy chair area and 4 adults in the formal seating area. Staff to avoid congregation without appropriate social distancing.</p>	<p><b>Low(4). Based on the medical evidence (DFE overview of scientific advice)</b> that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst on school grounds.</p>	<p>SLT, 22/5/20 and ongoing, reviewed weekly</p>
<p><b>Reduce the use of shared resources:</b></p>			
<p>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</p>	<p><b>How will in school learning be delivered alongside home learning?</b> No work to be completed in exercise books. If work is completed on worksheets, it will be scanned and assessed via SeeSaw or Tapestry. Any such worksheets are taken home. Any arts and craft based learning outcomes to be taken home. <b>How will classrooms be altered to facilitate safe distancing within classrooms?</b> Basic equipment (pens/pencils) provided in labelled sandwich bags and placed on the workstation. No personal pencil cases allowed</p>	<p><b>Low (1) – no work taken home. Use of digital media to share learning outcomes.</b></p>	<p>Pack teachers and TAs. 22/5/20 and ongoing</p>

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 (2) – equipment, labelled and provided, but there is always the chance that pupils will not observe social distancing around equipment	Pack teachers and TAs. 22/5/20 and ongoing
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	How will PE and other practical subjects be delivered? Pupils will have twice weekly aerobic routine as pack, either on field or in cage. Daily mile on other three days, carried out as a pack using space available. Pupils will wash hands before and after episodes of PE. Any equipment used should be cleaned before and after using TOUCAN fluid. School to act on DFE PE guidance when available. Big cook, little cook should only be used once per day by one pack, and cleaned thoroughly in between time to allow other packs to use on subsequent days. Children should not share preparation equipment and multi touch surfaces should be cleaned with TOUCAN fluid.	Low (2). Based on a high likelihood that children will breach social distancing, but coupled with science below and the impact of in-situ cleaning and being able to control environments with fewer pupils in school. <i>“The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that there is a high degree of confidence that the severity of disease in children is lower than in adults. • There is also moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults.”</i> <b>DFE overview of scientific advice</b>	Pack teachers and TAs. 22/5/20 and ongoing
<b>Adjust transport arrangements where necessary including:</b>			
Encouraging parents and children and young people to walk or cycle to their education setting where possible	The mode for parents who live on camp – which is the vast majority of parents – is to walk to school.	Low(4). Based on the medical evidence (DFE overview of scientific advice) that adults are more susceptible to the disease and that the severity of the disease is greater with age. Residual risk around adults not observing social distancing whilst walking to school.	JRI to review on weekly basis. Coms out on 28/5/20

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

LIKELIHOOD	IMPACT			
	←			→
Very High (4)	4	8	12	16
High (3)	3	6	9	12
Medium (2)	2	4	6	8
Low (1)	1	2	3	4
	Low (1)	Medium (2)	High (3)	Very High (4)

Risk Score	Rating
0 – 3	Low
4 – 6	Medium
6 – 9	High
10 – 16	Very High