

Updated 1st July 2020

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

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.

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: Sandford St Martin's CE VA Primary School

Date of new final draft: 01/07/2020

Planning and organising

Sandford St Martin's CE VA Primary School recognises that the response to covid-19 is highly likely to be a long-term one. We understand that any vaccine could take at least 18 months to develop and that there is no absolute guarantee one can be developed. We, therefore, recognise that some form of return to school for pupils and staff cannot realistically be put off indefinitely until a vaccine is discovered.

While the government has the authority to set national policy, school leaders and their governing boards have the ultimate responsibility and duty to ensure that individual schools are able to operate in a **safe manner**. Schools can only expand the number of pupils attending if it is safe to do so based on their individual circumstances and specific issues.

It is prudent to plan for a **high-take up of places**, even if parents and carers indicate that initial take-up is likely to be low. This is because, over time, more parents may want to send their children into school as they see others return. We therefore have to start to plan on the basis that virtually all pupils in a class **could** return. This will help to ensure any plan is sustainable over the summer term.

Timetabling sessions

Our understanding is that, at this point in time, the DfE would prefer schools to prioritise bringing back individual year groups on a consistent basis rather than alternating year groups on a rota basis. We understand this is because it will reduce the number of contacts and help those parents return to work, whereas alternating days or weeks is less likely to achieve this. However, the individual circumstances of our school mean the use of rotas even within a year group is unavoidable, we are trying to avoid splits in the day/half days as this is likely to increase the number of parents, staff and pupils coming into contact with each other on a daily basis and reduced opportunity for cleaning etc. This risk assessment 'update' covers the return of Y2, Y3, Y4 and Y5 alongside R, 1, 6 and keyworkers/vulnerable

Staffing

The government regards teaching and support staff as being 'key workers' and as such they are expected to report for or be available to work, unless their individual circumstances place them in a higher risk group – it is consequently the responsibility of the employer to ensure that all reasonable steps have been taken to **mitigate / reduce or remove the risk** altogether by putting in place a set of working arrangements proportionate to the issues being presented and to keep an auditable record of the information presented by individual members of staff and the school's response in each case. Where possible, schools should take a flexible

approach in scaling up their human resources, some cases will fall into categories where they should clearly be at home as their conditions would amount to an unacceptable risk to themselves and the school. Teaching and support staff have been identified as key workers and, as such, their children should be eligible for childcare at their usual school or early years provider. Leaders are discussing this with staff on an individual basis, recognising childcare nationally may still be reduced and infringe on a employees normal contact hours.

Curriculum notes

It is very clear that any return will be a long way away from 'education as normal' and schools will be having to manage issues such as split classes and small groups. It is unrealistic to expect schools to immediately return to the national curriculum in its entirety and there is no expectation on schools that they should do so. Schools and teachers will also be considering what reintegration activities and well-being support pupils might need initially, taking into account the experiences their cohort will have had.

Identified hazard (Red indicates MEDIUM risk or higher with controls)	Specific Actions/controls	Residual risks (of spreading any virus) Low, medium, high or very high?	Lead responsible and completed date
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 	All fully functioning – the school never closed and all safety systems have been maintained throughout. LOW	P Beveridge A Oliver 14.05.20
Organise small class groups, as described in the 'class or group sizes' section	Survey parents and respond to likely need (with over generous contingency in line with NAHT guidance) 18 'bubbles' (A&B) 2x EYFS – max 15 children per base (30) (C) Yr 1 Ash – max 15 children	Children passing each other to wash hands/toilet/collect coats Staff proximity to children/children forgetting Child to child proximity if they forget or	P Beveridge 30/06/20

	<p>(D) Yr 1 Bay – max 15 children (E) Yr 6 Oak – max 15 children (F) Yr 6 Pine A– max 15 children (G) Yr 6 Pine B – max 15 children</p> <p>(H) Key worker/vulnerable KS2 A– Hawthorn max 15 (I) Key worker/vulnerable KS2 B– Hazel max 15 (J) Key/workers/vulnerable EY/KS1 – Beech max 15</p> <p>K – Y2 Beech – max 15 children L – Y2 Elm – max 15 children M – Y3 Lilac – max 15 children N – Y3 Hazel – max 15 children O – Y4 Hawthorn – max 15 children P – Y4 Maple – max 15 children Q– Y5 Willow – max 15 children R – Y5 Olive – max 15 children</p> <p>Staff consistency with teacher/support per bubble Rota break/lunch support with additional structures/distancing rules and markings/allocations</p>	<p>ignore Adult to adult contact/proximity</p> <p>MEDIUM with controls</p>	
<p>organise classrooms maintaining space between seats and desks where possible</p>	<p>Rearrange classrooms to individual workstations. Create one way flow and zones for communal/mass activity such as hand washing, lining up, moving Signage, tape and markers as visual reference</p>	<p>HIGH with controls in EYFS/Yr 1 (Adult to adult highest risk) MEDIUM with controls in Y6</p>	<p>C Pampin</p>
<p>decide which lessons or activities will be delivered</p>	<p>Parents, children and staff told of no freeplay/sand/water/equipment sharing Implement 'resource' pack per child at work station</p>	<p>LOW</p>	<p>P Dean B Bolar C Pampin</p>

	Restructure timetable/sessions to maximise independence/reduce reliance on peer/adult support inc use of technology		
consider which lessons or classroom activities could take place outdoors	Utilise outdoor space and LOTC as weather and safe staffing allows Consider efficiency of instructions in outdoor environment where people are at least 1m+ spaced (vulnerable 2m) Do not use picnic/games tables Any use of large or small play equipment is followed by wiping down, especially metal/glass/shiny/laminated surfaces inc books (6 day duration)	LOW	P Dean B Bolar
use the timetable and selection of classroom or other learning environment to reduce movement around the school or building	EYFS and Yr 1 to use their classroom/toilets/corridor with one way flow Yr 6 to use their classroom/KS2 toilets with one way flow Key worker/vulnerable children access separate toilets (KS1/disabled) Bubbles to follow same routes to and from hall/playgrounds via external classroom doors where possible See attached sheet for zoning and allocations for 4x sessions for Y2, Y3, Y4, Y5	LOW with controls MEDIUM without controls	P Beveridge
stagger assembly groups	Avoid bringing groups of children into contact with other groups of children Utilise school PA system and 'year group bases' for collective worship/assemblies. Children to remain at work station in class where possible	LOW with controls MEDIUM without controls	P Beveridge
stagger break times (including lunch), so that all children are not	Lunch to be eaten in class at work station as packed lunch or hot meal delivered AFTER wiping down surfaces – stagger meal delivery times EYFS 12, Yr 1 12:00, Kw 12:10 Yr 6 12:15	MEDIUM with controls (adult to adult flow/surface contact)	P Beveridge

<p>moving around the school at the same time</p>	<p>(if on premises at same time) Staff consistency with teacher/support/MDSA per bubble Rota break/lunch support with additional structures/distancing rules and markings</p>	<p>VERY HIGH without controls</p>	
<p>stagger drop-off and collection times</p>	<p>Alternate days school is open to different yr grps and phase their return EYFS/Yr 1 to finish at 2pm, Yr 2 and 3 to finish at 2:30pm, Yr 2 and 5 to finish at 2:45pm, Y6 finish 3:05 children to be walked to front of school and parent come forward from drop off bay. EYFS and Yr 1 to attend different days from 22.06.20 Same principle for Y6/Y5 and Y4/Y3</p>	<p>MEDIUM with controls (adult to adult flow) VERY HIGH without controls</p>	<p>P Beveridge</p>
<p>plan parents' drop-off and pick-up protocols that minimise adult to adult contact</p>	<p>Parents outside gates, remain in car park area on marked crosses. Wide areas set aside in drop off zone. One staff member stand with parents (SD 1m+) and radio to teacher to ensure parent/child link up.</p>	<p>MEDIUM with controls (adult to adult flow) VERY HIGH without controls <i>Time is needed to mark and communicate site expectations</i></p>	<p>P Beveridge</p>
<p>consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</p>	<p>EYFS and Yr 1 to attend different days from 22.06.20 Negate use of halls. Designated toilets, marked flooring and work stations Stagger play time and specify play areas for R/1, 6 Staff training wb 01/06/20 Yr 6 return wb 08/06/20 Yr 1 return wb 15/06/20 Yr R return wb 22/06/20 Y2, Y3, Y3, Y4 2 days per wb 06/07/20</p>	<p>MEDIUM with controls (staff absence/contingency for consistency) VERY HIGH without controls <i>Time is needed for staff to climatise to new expectations</i></p>	<p>P Beveridge</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>Specify KS 1 area to EYFS and Yr 1 only – keep 48 hours between new group use (only use one day a week per group) Specify KS 2 area to key workers' children and Y6 - keep 48 hours between new group use (only use one day a week per group) Implement new DfE guidance on cleaning playgrounds Ban touching of metal surfaces (balance bars, monkey grips and roundabout) Wipe down with anti-bac after use</p>	<p>MEDIUM with controls VERY HIGH without controls</p>	<p>C Pampin</p>
<p>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p>	<p>Remove unnecessary furniture from classrooms, without reducing corridor flow Specify equipment that can be used per child Use spare chairs and tables to zone and flow foot traffic where space allows</p>	<p>LOW with controls HIGH without controls <i>Time is needed for appropriate 'bubble'/classroom set ups 8-10 rooms initially</i></p>	<p>C Pampin</p>
<p>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p>	<p>Ban the use of soft areas, such as reading corners and shared spaces. Discourage use of bean bags (remove from classrooms), no shared toys Thoroughly clean sensory/break away areas if used</p>	<p>LOW with controls MEDIUM without controls</p>	<p>C Pampin</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</p>	<p>Discuss needs for transport with parents. Parents told not to lift share, only travel with people in your house hold. Taxi company to risk assess own vehicle for 1:1 Alternate available car parking spaces for parents for appropriate spacing (cone off every other)</p>	<p>MEDIUM with controls HIGH without controls</p>	<p>K Keen</p>

where possible			
Vulnerable staff and students	Follow medical and government advice re: health conditions of staff and children, including those they live with Keep list of staff available to work in contact and those where work from home only is appropriate Keep list of children who are super shielded or vulnerable and ensure they are kept safe with separate provision where necessary	LOW with tight controls HIGH with no controls <i>Time is needed to react to government's final decision. Agree home learning and contact bubbles</i>	C Pampin
School uniform	Parents to be told to ensure children wear clean clothes daily. School jumper/cardigan optional. Reduce uniform expectations until Oct half term	LOW with controls MEDIUM with no controls	P Beveridge
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	Clear notices for parents Electronic communication Reminders on a regular basis Signage on school gates and main entry doors	MEDIUM with controls VERY HIGH with no controls	P Beveridge
tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent	Be clear with parents around other siblings who are not currently attending. Be clear with parents where usually a multitude of people may drop/collect their child	LOW with controls	P Beveridge

should attend			
tell parents and children their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact	<p>Communicate this on facebook, wisepay, the school website and in print, as well as maps/directions via class adults</p> <p>Staff on radios are drop/collection times to aid parents</p> <p>One way flow around the building to external class doors via Saplings, to Yr 1, to back of school, to Y6 (Anti /CW) on approach</p> <p>Expand to Y2, Y3, Y4 and Y5 and SLT to guide on people heavy days</p>	<p>MEDIUM with controls</p> <p>VERY HIGH without controls</p>	<p>P</p> <p>Beveridge</p>
make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)	<p>Specified areas for parental waiting (inc map/video)</p> <p>Clear guidance on how to contact staff about issues</p> <p>Taped markings and zones</p> <p>Clear signage</p>	<p>LOW with controls</p> <p>HIGH without controls</p> <p><i>Time is needed to mark, communicate and staff this parental flow/ embed site expectations</i></p>	<p>P</p> <p>Beveridge</p>
Engage parents and children in education resources such as e-bug and PHE schools resources	Encourage parents to reinforce messages at home	<p>LOW</p>	<p>V</p> <p>Matthews</p>
ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including	<p>Work with travel providers to ensure compliance while travelling</p> <p>Be flexible over registration and session times for those relying on public transport (bus)</p>	<p>MEDIUM with controls</p> <p>VERY HIGH without controls</p>	<p>C Pampin</p>

avoiding peak times).			
talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	<p>Involve staff at all levels in the development of working practice.</p> <ul style="list-style-type: none"> • SLT to consider volume of demand • Staff rotas and union advice to be joined where possible • Regular staff discussion and feedback • Start with small, spaced groups and increase gradually (08/06, 15/06, 22/06) • INSET 01.06.20/training specific to health/hygiene related to COVID SAFE practices • Regular COVID 19 webinar updates signposted to staff 	<p>MEDIUM with controls (due to staff illness/availability/changes/consistency) VERY HIGH without direction/support</p>	<p>P Beveridge</p>
communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers	<p>Continue to check and maintain school HydroDOS system in water supply Work with HC3S catering to plan for rising numbers and safe food protocols Work with front office to reinstate cool milk, fruit/veg snacks and delivery protocols (Inc 'Harvest')</p>	<p>LOW</p>	<p>K Keen</p>
discuss with cleaning/site staff the additional cleaning requirements and agree	<p>Covid 19 funds will be deployed to this. Reference https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-</p>	<p>MEDIUM with controls VERY HIGH without controls</p>	<p>K Keen</p>

additional hours to allow for this	decontamination-in-non-healthcare-settings INSET/training specific to health/hygiene related to COVID SAFE practices metal/glass/shiny/laminated surfaces inc books (6 day duration) Chairs and chair backs, switches, handles, locks, bansiters		
When open			
Keep cohorts together where possible	Clear guidance for adults and staff on school procedures to prevent mistakes	MEDIUM with controls VERY HIGH without controls	P Beveridge
ensure that children 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/own children) Staff to train in advance and during increased numbers. Implement measures with Y6 first for staff confidence and pupil understanding/compliance Respond to parental demand and key transition points	MEDIUM with controls HIGH without controls	C Pampin
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,	Effective rotas for staff with contingency plans Staff to train in advance and during increased numbers. Staff to shadow older year groups (initially Y6/key workers/vulnerable and then Y6 and Y1) to increase confidence and familiarity to manage youngest children	MEDIUM with controls HIGH without controls	C Pampin
ensure that <i>wherever possible</i> children use the same classroom or area of a setting throughout	Desk allocation and specific resources for each child. Minimise "collection" activities where children bunch together. Working trays on desks / ziplock bags of equipment Seating	MEDIUM with controls HIGH without controls	C Pampin

the day, with a thorough cleaning of the rooms at the end of the day.	students at the same desk each day if they attend on consecutive days		
For cleaning and hygiene: follow the COVID-19: cleaning of non-healthcare settings guidance	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings Table tops, bannisters, door/push handles/locks to wiped at least 3x per day (2x support staff, 1x cleaner) Full staff training and phased implementation wb 01/06/20 (Dr Matt Butler: Covid assessment at Cambridge University Hospital youtube https://www.youtube.com/watch?v=K2bEm_Nvlpc&t=708s)	MEDIUM with controls HIGH without controls	K Keen A Oliver
ensure that sufficient handwashing facilities are available	Keep high stocks of soap and paper towels Additional top up of liquid soap midday Ensure soap available at every sink, inc staffroom and classrooms	MEDIUM with controls HIGH without controls	K Keen
clean surfaces that children and adults are touching more regularly than normal	cleaning staff to work in 'zones' to minimise cross contamination of areas Cleaning of resources and switches/handles/locks by support staff during the day (2x support staff, 1x cleaner) Involve the children in regular cleaning of high use/high contact surfaces Staff to be aware that contamination will be higher in small rooms with low ventilation ie disabled toilet Be aware of taps, sinks, loo seats, flush handles – regularly decontaminate Full staff training and phased implementation wb 01/06/20 as room usage increases (Dr Matt Butler: Covid assessment	MEDIUM with controls HIGH without controls	C Pampin

	at Cambridge University Hospital https://www.youtube.com/watch?v=K2bEm_NvIpc&t=708s		
Hygiene: ensure that all adults and children...			
frequently wash their hands with soap and water for 20 seconds and dry thoroughly.	Review the <u>guidance on hand cleaning with staff and children regularly</u> Establish and maintain daily routines	MEDIUM with controls HIGH without controls	C Pampin Teachers
clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing	Tissues, soap, paper towels and bins available in each room Teachers and support staff to actively manage this	MEDIUM with controls HIGH without controls	C Pampin Teachers
are encouraged not to touch their mouth, eyes and nose	Develop routines for reminders with children and staff Staff to be offered see-through face shields	HIGH with controls	P Beveridge
use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')	Develop routines for reminders with children and staff Staff to be offered see-through face shields Keep mantra 'coughs and sneezes spread disease' present	MEDIUM with controls	C Pampin Teachers
ensure that help is available for children and young people who have trouble cleaning their hands independently	Provide advice to staff on modelling behaviours Encourage young children to learn and practise these habits through games, songs and repetition	LOW	H Colley
For children who may	Follow intimate care and PPE advice (Apron, gloves)		C Pampin

have toileting issues, consider safe approaches	Dispose in body fluids waste as normal Use face shields and consider mouth/nose mask Stay above, stay away message	MEDIUM with controls HIGH without controls	
ensure that bins for tissues are emptied throughout the day	Move to outside bin daily	LOW with controls HIGH without controls	K Keen A Oliver
where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	Staff to be reminded about regular ventilation in rooms (Sky lights and windows) whilst maintaining safeguarding (not propping doors) Staff to attend training (Dr Matt Butler: Covid assessment at Cambridge University https://www.youtube.com/watch?v=K2bEm_NvIpc&t=708s)	LOW	Teachers
Advise staff that there is no need for anything other than normal personal hygiene and washing of clothes following a day in school	Advise staff, relax expectations around work wear.	LOW	P Beveridge
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) Ensure regular debriefs/staff voice and amendments to plans/structures as the reopening plays out Governing body to support head-teacher in responding to mental wellbeing survey for staff	MEDIUM	P Beveridge
Social distancing			
accessing rooms directly	Consider safe access routes and do not compromise site		P

from outside where possible	safety Utilise external classroom doors	LOW	Beveridge
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. Use signage and barriers to create clear flow and zones Walk and talk children through system/flow Place visual reminders (arrow/hazards/tape)	LOW with controls (Confined space, people outside household, no face coverings)	C Pampin
staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time	Clear planning offers below half capacity in circulation and communal spaces. Church space allows emergency decamp space. Returning year groups organised to be physically separate (not R/1 at same time, Y6 distant from y5 and same for Y2/Y3/Y4)	LOW	C Pampin
staggering lunch breaks - children and young people should clean their hands beforehand and eat in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between	Plan meal sittings / provision with meals providers Delivery of food to classrooms following cleaning routine	MEDIUM with controls (surfaces, hands/mouths)	C Pampin
ensuring that toilets do	Access arrangements for toilets managed (YR own toilets by		Teachers

not become crowded by limiting the number of children at one time	<p>classroom bases, Y1 own toilets by classroom bases, Y6 to use KS2 or church toilets)</p> <p>Keyworkers children continue to use disabled/KS1</p> <p>Maintain adult and children as separate toilet facilities</p> <p>Specify toilets and avoid overcrowding with 'band' system for Y2, Y3, Y4 and Y5</p> <p><i>Staff to be aware that contamination will be higher in small rooms with low ventilation ie disabled toilet</i></p> <p><i>Be aware of taps, sinks, loo seats, flush handles – regularly decontaminate</i></p>	<p>LOW when numbers are low</p> <p>MEDIUM when numbers are higher</p>	
Specific measures for some children who will need additional support to follow these measures	<p>Specific approaches for specific individuals, in line with staff training/support and EHCPs</p> <p>Intimate care planning and PPE</p>	MEDIUM with controls	H Colley
Use outside space for exercise and breaks and curriculum:			
Consider outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff	<p>Plan outdoor time in the curriculum for children as weather and timings/seating activity allows</p> <p>Utilise forest schools and woodland/pond dipping if planned with social distancing activities</p>	LOW	KS leads
outdoor equipment should be appropriately cleaned between groups of children using it,	<p>Reception access KS1 play equipment Mondays</p> <p>Yr 1 access KS1 play equipment Fridays</p> <p>Key worker children KS2 equipment Thursdays</p> <p>Yr 6 KS equipment Tuesdays</p>	LOW	C Pampin

multiple groups not use it simultaneously or successively. Read COVID-19: cleaning of non-healthcare settings	Allocate safe slots for Y2, Y3, Y4 and Y5 Close off mental monkey grips, roundabout and balance bars (all metals)		
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 Rota larger space rooms at request of 'bubble' based teachers Emphasise importance of SD and ventilation through signage	LOW with controls	Teachers
stagger the use of staff rooms and offices to limit occupancy	Discuss use of staff facilities with staff – create additional drinks area in empty classroom Rota breaks/lunches for staff in 2 spaces and stagger to reduce contact numbers Staff to be aware that contamination will be higher in small rooms with low ventilation ie disabled toilet Be aware of taps, sinks, loo seats, flush handles – regularly decontaminate	MEDIUM with controls	P Beveridge
Reduce the use of shared resources:			
Limit the amount of shared resources that	Revise marking arrangements so staff do not take work home		P Beveridge

are taken home and limit exchange of take-home resources between children and staff	Manage workload (especially online learning) with staff to ensure staff have downtime outside of the school day Keep the 'length of the day' expectations close to school finish times for staff	MEDIUM with controls (contamination, paper surfaces)	
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 Create 'packs' for individual children in regular attendance	LOW with controls and tight stock systems	C Pampin
Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom is occupied by the same children in one day	Plan for specific activities with sufficient time for cleaning of resources Ensure targeted cleaning between changes in cohorts/bubble usage	LOW with careful planning and time factored for cleaning	Teachers
Adjust transport arrangements where necessary including:			
ensuring that transport arrangements cater for any changes to start and finish times	Where required this will involve liaison with the county transport team.	LOW	K Keen
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.	LOW	K Keen

<p>make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</p>	<p>Dorset travel will ensure that transport providers are aware of this requirement.</p>	<p>LOW</p>	<p>K Keen</p>
<p>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</p>	<p>Transport arrangement for those with particular needs can be discussed with the Dorset travel team.</p> <p>Staff should only become close to a child for a minimal period of time to click the seatbelt, and should seek support or appropriate PPE if uncomfortable doing so.</p> <p>(Dr Matt Butler: Covid assessment at Cambridge University Hospital https://www.youtube.com/watch?v=K2bEm_Nvlpc&t=708s)</p>	<p>LOW</p>	<p>K Keen</p>
<p>communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</p>	<p>Alternate days school is open to different yr grps EYFS to finish at 2pm, Yr 1 to finish at 2pm, Yr 6 to finish at 3pm, children to be walked to front of school and parent come forward from drop off bay. EYFS and Yr 1 to attend different days from 01.06.20 See plans for Y2, Y3, Y4, Y5 staggering and splitting</p>	<p>LOW</p>	<p>K Keen</p>