

Dorset Council – School Risk Assessment: West Moors Middle School- February 2021 (Version 7)

(School Risk Assessment updated on 15.03.2021)

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 in September
- Cleaning and hygiene
- Social distancing
- Use of outdoor space
- For shared rooms
- Shared resources
- Transport
- Response to any infection

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/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<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>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

| School Name: West Moors Middle School | Specific Actions | Residual risks | Lead responsible and completed date |
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| Planning and organising | | | |
| Review and check that all health and safety compliance checks have been completed before March re-opening in respect of: | <ul style="list-style-type: none"> • hot and cold water systems check • gas safety • fire safety • kitchen equipment • security including access control and intruder alarm systems • ventilation | | DC/ KW/ BS 03.09.20 08.03.21 |
| organise tutor groups into ability sets | <ul style="list-style-type: none"> • Maximum of 30 students in each tutor set 'bubble', ensuring fire exits are not compromised • Children will be ability grouped across tutor groups, in each year group, for all subjects forming a consistent 'bubble' for the majority of the day • Children will only mix with other children in the same year group hub in an allocated zone outdoors • Each child will have their own chair and desk area to consistently use each day • Children to bring in their own stationery pack daily | <ul style="list-style-type: none"> • Limited capacity within toilet facilities • Limited capacity in the event of staff illness/ absence • Social distancing between adults and children cannot be guaranteed | SLT and all staff |

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| | <ul style="list-style-type: none"> • Agree each tutor group’s charter with consideration of the importance of non-contact activities (for indoor and outdoor learning opportunities) • Re-visit and re-model the charter daily linked to the school’s behaviour policy • Timetable lessons to minimise movement around the school, embedding a two-way system in school • Clear 2 metre markings on floor surfaces in corridors will remain • Resources and paired/ small group activities planned for children in the same tutor hub • Teacher/ TA groups assigned to tutor group ‘hubs’ • Staggered start and end of day times (to facilitate staggered handwashing procedures or antibacterial gel use and minimise parental cross-over) to minimise contact across groups of children and staff • All ability grouped across tutor groups, in each year group, should be well ventilated by opening windows and/ or doors • Staff limited to certain toilet facilities and an additional staff room set up to support social distancing • Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed | |
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| <p>organise classrooms maintaining space between the teacher's area and the children's desks and chairs</p> | <ul style="list-style-type: none"> • Maximum of 30 students in each tutor set 'hub', ensuring fire exits are not compromised • Implementation of side-by-side seating plan with desks arranged in classrooms and the removal of any excess furniture to increase space • A seating plan will be in place with each child allocated their own chair and desk area to use consistently each day • Children to bring with them their own pack of stationery items (with stationery packs available for any child who either forgets or does not have one) • Social distancing charter created for and with children in each tutor group with consideration of the importance of non-contact activities (for indoor and outdoor learning opportunities) • Re-visit and re-model the charter daily linked to the school's behaviour policy • Use of demarcated two-way system in corridors • Clear 2 metre markings on floor surfaces in corridors • Tables cleaned with virucidal spray at break and lunch times | <ul style="list-style-type: none"> • Social distancing between adults and children cannot be guaranteed • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed | <p>DC/ CW All staff</p> |
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| | <ul style="list-style-type: none"> • Interactive whiteboard in classes not to be physically touched by children during lessons to minimise cross contamination | | |
| decide which lessons or activities will be delivered | <ul style="list-style-type: none"> • Structured timetable for core and non-core subjects • Timetabled specialist subjects to facilitate a broad and balanced curriculum e.g. Science, ICT, DT etc. with specialist teachers, when access to key resources is fundamental, collecting children from tutor groups and guiding them in single file to specialist rooms • All equipment to be thoroughly cleaned between groups using the virucidal spray to reduce the risk of cross contamination • Resources and activities planned for individual work to reduce shared contact • Verbal feedback provided to children during lessons as opposed to written feedback 'in the moment'. In addition, whole class feedback may be shared via visualisers and/ or the interactive whiteboard in classrooms to avoid close interaction | <ul style="list-style-type: none"> • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | DC/ CW Teachers/ TAs |
| Wearing of face coverings by staff and children in KS3 – <i>to be reviewed at Easter</i> | <ul style="list-style-type: none"> • All staff to wear face coverings in lessons unless (i) they are able to socially distance 2m from the children in lessons or (ii) are in one of the Government's exempt groups detailed here. | <ul style="list-style-type: none"> ➤ Incorrect wearing of face covering ➤ Refusal of a child in KS3 to wear a face covering | SLT/ All staff |

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| | <ul style="list-style-type: none"> • All children in KS3 are strongly encouraged and supported to wear face coverings in lessons unless (i) they are able to socially distance 2m from the children in lessons or (ii) are in one of the Government’s exempt groups detailed here. • All staff and children in KS3 to wear a face covering in communal areas e.g. corridors, library unless they are in one of the Government’s exempt groups detailed here. • Training will be provided to children in KS3 during tutor times on how to wear their face covering correctly. • All staff and children in KS3 will use hand sanitiser before and after touching their face covering to either put it on or take it off. • When not in use e.g. outdoors, face coverings should be stored in a plastic bag. • Disposable clinical masks should be replaced with a new one every two hours. | <ul style="list-style-type: none"> ➤ Poor application/ removal process ➤ Poor storage of face covering when removed ➤ Prolonged use of disposable clinical masks | |
| <p>consider which lessons or classroom activities could take place outdoors</p> | <ul style="list-style-type: none"> • Outdoor sensory play areas will timetabled each week to allocated year groups with hard surfaces cleaned following use • Use of timetabled P.E. /Games lessons • Use of timetabled Forest School provision | <ul style="list-style-type: none"> ➤ Cross-contamination with outside areas / hard surfaces ➤ Social distancing between children cannot be guaranteed | <p>DC/ CW Teachers/ TAs</p> |

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| | | <ul style="list-style-type: none"> ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | |
| use the timetable and selection of classroom or other learning environment to reduce movement around the school or building | <ul style="list-style-type: none"> • All tutor/ year group ‘hubs’ of children timetabled in classrooms incorporating outdoor learning opportunities to minimise movement around the school • Medical Room to be used for pupils who are ill • ELSA room to be used as required • Hall to be de-camp space should this be necessary • Children in tutor/ year group ‘hubs’ to follow designated routes around the school from when they enter to when they exit the school’s site • Children in each year group to stay in their allocated outdoor zone at break and lunch times | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | DC/ CW Teachers/ TAs/ First Aiders |
| assembly groups | <ul style="list-style-type: none"> • Virtual whole school assemblies on Monday and Wednesday each week • Virtual Celebration Assembly on Friday • Virtual tutor groups weekly if a year hub is accessing remote learning | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed | DC/ CW Teachers |

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| | | <ul style="list-style-type: none"> ➤ Social distancing between adults and children cannot be guaranteed | |
| organise break and lunch times so that all children are not moving around the school | <ul style="list-style-type: none"> • Allocated outdoor zones for each year group • Staggered year group lunch slots for hot school meals and packed lunches • Staff with First Aid qualification will be on duty during break and lunch times and will carry First Aid Kits • Medical Room to be used if required (PPE to be used by all staff delivering First Aid) • An additional staffroom has been set up to support social distancing, enabling staff to have breaks in staff room areas (CCN Base, Main Staff Room and also the Sewing Room), whilst simultaneously observing social distancing with doors with all windows open to provide ventilation • Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | DC/ CW Teachers/ TAs |
| stagger drop-off and collection times | <ul style="list-style-type: none"> • Staggered drop off/ pick up times at different entry locations to the school's site for children in KS2 and KS3 • Staff to guide children to their building entrance point, unique for their tutor group and oversee | <ul style="list-style-type: none"> • Traffic flow / flow of pedestrians/public at drop off and pick up times | DC/ CW Teachers |

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| | <p>their use anti-bacterial hand gel when they enter their respective tutor group 'hubs'</p> <ul style="list-style-type: none"> • Parents/ Carers advised not to go on the school's premises but in the event that this is unavoidable, guidance will be to maintain social distancing (yellow painted markings, cone markings etc.) • Staff/ parents/ carers should avoid close face to face contact and minimise time spent within 1 metre of anyone • Face coverings requested if parents/ carers need to be on the school's premises • Signage for adults/ children to follow | <ul style="list-style-type: none"> • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | |
| <p>for children who are self-isolating consider how best to supplement remote education with some face to face support for students</p> | <ul style="list-style-type: none"> ➤ Completion of the Implementation Plan for the ITS Learning Platform, a new VLE, to support blended learning opportunities ➤ Train all staff on the use of ITS Learning Platform ➤ In the event that a year group, hub or child needs to isolate, timetable 'live' tutorial support to supplement remote learning ➤ In line with the school's Remote Learning Policy, follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak-CLICK HERE FOR DfE GUIDANCE | <ul style="list-style-type: none"> ➤ Children with limited access to ICT equipment and/ or the internet ➤ Children with more than one siblings who need to use ICT equipment at the same time ➤ The new strain of Covid-19 and rising infection rates, resulting in an inability to access remote learning due to illness ➤ Online safety with no control over what information | <p>All staff</p> |

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| | <ul style="list-style-type: none"> ➤ Promote the importance of online safety to children and staff- refer to the school’s Remote Learning Policy ➤ Continue to provide virtual assemblies weekly ➤ Continue to use of verbal and written feedback via the VLE to support children’s development of knowledge and understanding ➤ Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject ➤ Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations ➤ Give access to high quality remote education resources, videos or Microsoft Teams links via the VLE ➤ Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access ➤ Support younger pupils and some pupils with SEND who may not be able to access remote education without adult support, working with families to deliver a broad and ambitious curriculum | <p>children access on the internet in the home setting</p> | |
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| | <ul style="list-style-type: none"> ➤ Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects ➤ Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: <ul style="list-style-type: none"> -KS2: 3 hours a day, on average, across the school cohort -KS3: 4 hours a day, with more for pupils working towards formal qualifications this year ➤ Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos ➤ Have systems for checking, at least weekly, whether pupils are engaging with their work ➤ Inform parents/ carers immediately where engagement is a concern ➤ Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate ➤ Through the VLE, teachers adjust to the pace or difficulty of what is being taught in response to questions or assessments, including, where | | |
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| | necessary, revising material or simplifying explanations to ensure pupils' understanding | | |
| plan parents'/ carers' drop-off and pick-up protocols that minimise adult to adult contact | <ul style="list-style-type: none"> • Staggered drop off and pick up times at two entry locations to the school's site for different year group 'bubbles' • All staff to wear face coverings when on gate duty • Write to all parents/ carers to encourage them to wear face coverings during drop offs and collections • Staff to guide children to their building entrance point, unique for their tutor group and oversee their use anti-bacterial hand gel when they enter their respective group 'hubs' • Parents/ carers advised not to go on the school's premises but in the event that this is unavoidable, guidance will be to maintain social distancing (yellow painted markings, cone markings etc.) • Face coverings requested if parents/ carers need to be on the school's premises • Signage for adults/ children to follow • Staff to lead children out at the end of each day, ensuring that children continue to socially distance in single file | <ul style="list-style-type: none"> • Traffic flow / flow of pedestrians/public at drop off and pick up times • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | DC/ CW Teachers/ TAs |
| consider how to keep year groups of children together throughout the | <ul style="list-style-type: none"> • Children assigned into year group hubs and are allocated a designated zone outdoors | <ul style="list-style-type: none"> • Congestion in toilets and locker areas | DC/ CW Teachers/ TAs |

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| <p>day and to avoid larger groups of children mixing</p> | <ul style="list-style-type: none"> • Two way corridor markings on routes • Markings/ lines to mark 2 metre distances indoors for queuing hotspots e.g. toilets, catering • Lockers are not to be used to minimise close contact with children to be asked to keep their bags under their desks • Allocated toilet blocks for year groups with adult supervision outside toilet blocks where possible to facilitate staggered access • Use of antibacterial gels on entry/exit of all classroom areas | <ul style="list-style-type: none"> • Ensuring good hygiene and hand washing for all children • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | |
| <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> | <ul style="list-style-type: none"> • Play equipment to be used with hard surfaces that can be cleaned using a virucidal spray • Allocated play equipment with hard surfaces for each year group 'hub' • All year group resources kept separate and cleaned after use using a virucidal spray • No sharing of equipment across year groups– or when equipment is shared, thoroughly and meticulously cleaning or leaving for a period of 48 hours (72 hours for plastics), between use by different bubbles • Deep clean (including all equipment) should a case of Covid-19 be confirmed | <ul style="list-style-type: none"> ➤ Sterilisation of equipment is not possible ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | <p>DC/ CW Teachers/ TAs</p> |

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| | <ul style="list-style-type: none"> • All equipment put away when not in use – non-essential resources to be taken out of classrooms/covered etc. | | |
| remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere | <ul style="list-style-type: none"> • All equipment put away when not in use – non-used resources removed from classrooms and stored safely • Outdoor storage container and allocated rooms to be used to store furniture | <ul style="list-style-type: none"> ➤ Social distancing between adults cannot be guaranteed ➤ Limited space for storage | KW/ Caretakers |
| remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) | <ul style="list-style-type: none"> • Soft furnishings, soft toys removed and stored safely • All toys / board games with intricate parts to be stored and/or not used • Liaise with the parents/ carers of children with complex communication needs and/ or SEND needs to reinforce that children may bring in comforters or fidget toys with hard surfaces for personal use only- these will need to be cleaned thoroughly following use • Liaise with the parents/ carers of children with complex communication needs and/ or SEND needs to reinforce the need for children not to bring personal toys from home into the school setting | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | All Staff |

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| <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> | <ul style="list-style-type: none"> ➤ Staggered drop off and pick up times and entry locations to the school's site for different year group 'hubs' ➤ The Government has recommended the use of face masks for children over the age of 11- In Dorset, masks are currently optional on private transport arrangements (buses and taxis), used to transport children to school ➤ Staff to guide children to their building entrance point, unique for their tutor group and oversee their use anti-bacterial hand gel when they enter their respective tutor group 'hubs' ➤ All children on the bus to sit in a designated seat to support Track and Trace procedures if required ➤ Parents advised not to enter the school's premises but in the event that this is unavoidable, guidance will be to maintain social distancing (yellow painted markings, cone markings etc.) ➤ Face coverings requested if parents/ carers need to be on the school's premises ➤ Signage for adults/ children to follow | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | <p>DC/ DE/ CW/ Teachers/ TAs</p> |
| <p>Clinically extremely vulnerable staff and students</p> | <ul style="list-style-type: none"> ➤ Staff who are clinically extremely vulnerable are to work from home and <u>not</u> attend school ➤ Students who are clinically extremely vulnerable should access remote learning from home via the VLE | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed | <p>DC/ DE/ CW/ SS/ AT/ LB/ Teachers/</p> |

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| | <ul style="list-style-type: none"> ➤ Staff living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible ➤ Pupils living with someone who is clinically extremely vulnerable should access remote learning from home via the VLE ➤ Provide pupils who are unable to attend school because they are complying with clinical or public health advice with access to remote education ➤ Keep a record of, and monitor engagement with remote learning ➤ Make weekly contact with pupils who are not in school and support them to access remote education and help ➤ Use the Covid absence code on SIMS attendance records for children who are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19). This ensures that their absence will not be penalised. ➤ Where a child is unable to attend school because they are complying with clinical and/ or public health advice, they will have immediate access to the ITS Learning platform to facilitate remote learning ➤ Review completed individual risk assessments for all vulnerable children, including all those with an EHCP and/ or a behaviour plan | <ul style="list-style-type: none"> ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | <p>Parents/ Carers</p> |
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| | <ul style="list-style-type: none"> ➤ Share and sign individual Risk Assessments/ amended risk assessments with parents/ carers ➤ Complete any individual Risk Assessments for staff as required before agreeing specific actions in respect of their individual needs | | |
| School attendance | <ul style="list-style-type: none"> ➤ Continue to communicate clearly and consistently the expectations around school attendance to families (and any other professionals who work with the family where appropriate). ➤ Identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with the school regularly during the pandemic ➤ Use the additional catch-up funding, as well as existing pastoral and support services, attendance staff and resources and school's Pupil Premium Funding to put measures in place for those families who will need additional support to secure pupils' regular attendance ➤ Work closely with other professionals as appropriate to support school attendance, including continuing to notify the child's social worker, if they have one, of non-attendance | <ul style="list-style-type: none"> ➤ New strain of Covid-19 and rising infection rates, impacting upon children's ability to access face-to-face education | |

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| | <ul style="list-style-type: none"> ➤ Code all pupils who are not eligible to be in school should be marked as Code X ➤ Apply Code C if the parent of a vulnerable child wishes their child to be absent, given the exceptional circumstances. | | |
| School uniform | <ul style="list-style-type: none"> • Inform parents/ carers that uniform should be worn • Parents/ carers advised that uniforms do not need to be cleaned any more often than usual • Parents/ Carers advised that children's P.E./ Sports kits and trainers is to be worn on days when P.E. is timetabled to support indoor and outdoor learning opportunities as changing rooms will not be open • Parent/ Carers advised that children should wear a coat into school with the colder and/ or wetter weather | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | DC/CW All Staff |
| Communicating your plans | | | |
| tell children, young people, parents/ carers or any visitors not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) | <ul style="list-style-type: none"> • Clear notices for parents – posters on gates/railings • Clear communications with parents/ carers via electronic communication – Parent Mail/ email/ school's website/ newsletter • Sharing of regular reminders via Parent Mail, the school's website, newsletter etc. | <ul style="list-style-type: none"> • Social distancing cannot be enforced outside of school • Parents/ carers may not read communications • Parents/ carers may continue to send their children into school even if they are showing early symptoms of Covid-19 | DC/SLT |

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| <p>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</p> | <ul style="list-style-type: none"> • Clear communications with parents/ carers via electronic communication – Parent Mail/ email/ school’s website/ newsletter • Always being open and transparent with parents/ carers around other siblings who are not currently attending school | <ul style="list-style-type: none"> • Social distancing cannot be enforced outside of school • Parents/ carers may not read communications | <p>SLT/Admin</p> |
| <p>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</p> | <ul style="list-style-type: none"> • Clear communications with parents/ carers via electronic communication – letter via Parent Mail/ email/ school’s website/ newsletter • Signage on gates | <ul style="list-style-type: none"> • Social distancing cannot be enforced outside of school | <p>SLT/Admin</p> |
| <p>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p> | <ul style="list-style-type: none"> • Specified areas for parental waiting outside the school’s gates with 2 metre markings to facilitate social distancing • Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone • Clear guidance on how to contact staff about issues via telephone and/ or email • Communications – reminders in the News Bulletins and half termly Lizard | <ul style="list-style-type: none"> • Social distancing cannot be enforced outside of school | <p>Caretakers Admin staff</p> |
| <p>also think about engaging parents and children in the importance of school</p> | <ul style="list-style-type: none"> • Clear communications about attendance and education provision/ resources with parents/ carers via electronic communication – letter via Parent | <ul style="list-style-type: none"> • Anxiety amongst parents/ carers particularly those who have been shielding | <p>All staff</p> |

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| <p>attendance and education provision/ resources</p> | <p>Mail/ email/ school's website/ newsletter/ Twitter/ Facebook</p> <ul style="list-style-type: none"> • Implementation of the new VLE- ITS Learning Platform • Hook days in year hubs and outdoor or socially distanced Exit Points when considered safe to do so (to be reviewed at the end of the Spring term 2021) • Sharing of key links and reminders during tutor time daily and via the school's Twitter feed and Facebook page | <ul style="list-style-type: none"> • No access to ICT equipment and/ or the internet • Not all families may engage with online resources | |
| <p>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)</p> | <ul style="list-style-type: none"> ➤ Clear communications with parents/ carers via electronic communication – letter via Parent Mail/ email/ school's website/ newsletter ➤ Liaise with transport services to ensure compliance whilst travelling, including to: <ul style="list-style-type: none"> • Ensure social distancing is maintained where possible, including at busy entrances, exits, under canopies, bus stops etc. • Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone • The Government has recommended the use of face masks for children over the age of 11- In Dorset, masks are currently optional on private transport arrangements (buses and taxis), used to transport children to school | <ul style="list-style-type: none"> ➤ Social distancing cannot be enforced outside of school ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | <p>Travel providers/ SLT</p> |

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| | <ul style="list-style-type: none"> • Provide children with a seating plan in allocated zones on the bus for each year group • Encourage respectful behaviours advising children to follow instructions from drivers about which seats to use; how to queue; or how to follow floor markings etc. • Avoid consuming food and drink on buses or in taxis • Ask the bus/ taxi driver for help if they need it • In the case of an emergency, contact the emergency services | | |
| talk to staff about the plans (for example, safety measures, timetable and staggered arrival and departure times), including discussing whether training would be helpful | <ul style="list-style-type: none"> • Training and support on planned INSET days • Weekly virtual staff meetings (moving to 'in person' with social distancing when appropriate) • Daily email briefings in light of staggered timings, with attachments where appropriate • Audit of staffs' needs and provision of tailored staff development programme | <ul style="list-style-type: none"> • Staff illness resulting in them being unable to attend staff training • Staff experiencing ICT difficulties/ internet issues resulting in them being unable to attend any virtual staff meeting | DC/SLT |
| communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, | <ul style="list-style-type: none"> • Booked external contractors and suppliers • Cleaning staff contracted and deep clean diarised to support plans for opening • Catering provision risk assessed – hot school meals provided daily with staggered year group slots to minimise pupil movement around the school | <ul style="list-style-type: none"> • Hygiene supplies e.g. soap anti-bacterial gel on order | KW/ Site staff |

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| cleaning, catering, food supplies, hygiene suppliers | <ul style="list-style-type: none"> Hygiene supplies on order | | |
| discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this | <p>See, https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <ul style="list-style-type: none"> Cleaning staff/ site to know which areas they need to clean/frequency i.e. within classrooms or bubbles PPE to be worn by all cleaning staff to reduce the risk of indirect transmission DC used if Deep Clean needed | <ul style="list-style-type: none"> Contracted cleaning staff illness reducing the number of staff available to clean Disinfection only is possible of areas or objects with hard surfaces as sterilisation of surfaces or objects with hard surfaces in a school setting is not possible | KW/ Site Staff |
| When open | | | |
| Keep cohorts together where possible | <ul style="list-style-type: none"> Children will be ability grouped across each year group hub, for all subjects forming a consistent 'hub' for the majority of the day Children will only mix with other children in the same year group Clear markings/ lines to mark 2 metre distances indoors for queuing hotspots e.g. toilets, lunches Adult supervision outside toilet blocks as practicably possible to facilitate staggered access Lockers not to be used by children to reduce the risk of congestion in and around locker area | <ul style="list-style-type: none"> Congestion in toilets and locker areas Children will need to access the same sets of facilities at timetabled intervals that will be monitored by staff, but cross contamination cannot be entirely ruled out Ensuring good hygiene and hand washing for all children Social distancing between children cannot be guaranteed | DC/ CW Teachers/ TAs |

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| | <ul style="list-style-type: none"> • Use of antibacterial gels on entry/exit of all classroom areas and tissues to support respiratory hygiene protocol | <ul style="list-style-type: none"> • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed • Staff capacity in the event of illness | |
| 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 | See above for Specific Actions, Residual risks and Lead responsible | | |
| 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 | <ul style="list-style-type: none"> • Teacher Teams and TAs are assigned to year group 'hubs' and stay with them throughout the week where possible • Specialist teachers will operate across different classes and year groups in order to facilitate the delivery of the school timetable remotely • Planned contingency plans in the event of staff illness with the use of Microsoft Teams. • Carry out risk assessments for any staff returning to school (who are clinically extremely vulnerable), | <ul style="list-style-type: none"> • Limited contingency due to staff and the need for some specialist teachers to move between 'bubbles' over the course of the week although this has been kept to a minimum | Teachers |

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| | and agree actions to support their return to the school setting | | |
| 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 | <ul style="list-style-type: none"> • Chair and desk space allocation for each child • Children keep to their designated desk area each day • Resources that are shared e.g. Art, Science, ICT, P.E. will be cleaned frequently and meticulously with virucidal spray between bubbles • Tables in rooms cleaned with virucidal spray at break and lunch times • Avoid group work activities where children would need to work together in close proximity • Personalised resources which are cleaned with virucidal solution daily • Classroom 'bubble' play resources with hard surfaces, allocated to each group | <ul style="list-style-type: none"> • Disinfection only is possible of areas or objects with hard surfaces as sterilisation of surfaces or objects with hard surfaces in a school setting is not possible | Teachers/ TAs |
| For cleaning and hygiene: follow the COVID-19: cleaning of non-healthcare settings guidance | Mark A Foxwell m.a.foxwell@dorsetcc.gov.uk Can advise on specific issues | | |
| ensure that sufficient handwashing facilities are available- where a sink is not nearby, provide hand sanitiser in classrooms and | <ul style="list-style-type: none"> • Allocated toilet blocks with handwashing facilities for children in each year group • Hand sanitiser in all classroom areas for children to use on entry to and exit from classrooms and by the school's office/entrance porch area | <ul style="list-style-type: none"> • Possible cross infection where pupils move between toilet, break or lunch transitions | All staff |

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| other learning environments | <ul style="list-style-type: none"> • With increased use, regularly monitor handwashing supplies and replenish as required | <ul style="list-style-type: none"> • Children not following the handwashing protocol properly • Availability of hand soap and alcohol based hand sanitiser | |
| clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches more regularly than normal | <ul style="list-style-type: none"> • Use of virucidal spray to clean of all hard surfaces, including high contact points, intermittently throughout the day (at break and lunch times) as well as at the end of each day | <ul style="list-style-type: none"> • Reduced availability of contracted cleaning staff due to illness • Need for staff cover | All staff |
| Hygiene: ensure that all adults and children... | | | |
| Clean their hands regularly throughout the school day- review the guidance on hand cleaning | <ul style="list-style-type: none"> • Create class charter for and with the children in each year group 'hub' • Re-visit and model the charter daily, linked to the school's behaviour system, awarding Praise Points via Go4Schools for children trying their best to follow the hand hygiene protocol • Share and train children to adhere the hand hygiene protocol , including when they arrive at school, when they return from breaks,, when they change rooms and before and after eating | <ul style="list-style-type: none"> • Cannot guarantee that all children will adhere to the handwashing protocol • Staff do not have clear line of sight to all sinks in toilets and so cannot guarantee the 'quality' of the children's handwashing | All staff |

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| | <ul style="list-style-type: none"> • Set up hand sanitiser 'stations' for children to use an alcohol based hand sanitiser on entry and their return to the classroom • Staff to oversee and closely monitor hand hygiene protocols • Display of Government posters in shared areas | | |
| clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing | <ul style="list-style-type: none"> • Established hand and respiratory hygiene protocols and routines for entrance to the school's site, transition points (toilets/ break/ lunch) and exiting the school's site • Refer to the class charter, awarding Praise Points via Go4Schools for children trying their best to follow the established protocol • All classrooms have boxes of tissues and children are taught to: 'Catch it, Kill it, Bin it' • Contents of all bins are double bagged • Display of Government posters in shared areas | <ul style="list-style-type: none"> • Cannot guarantee that droplets from sneezing/ coughing do not enter the air • Cannot guarantee children will use tissues and/or cover mouths when coughing/sneezing | All staff |
| are encouraged not to touch their mouth, eyes and nose | <ul style="list-style-type: none"> • Established charter and routines to facilitate children's safety and minimise the risk of the spread of infection • Reinforce routines for children not to touch their mouth, eyes and nose • Refer to the class charter, awarding Praise Points via Go4Schools for children trying their best to follow the established protocols | <ul style="list-style-type: none"> • It is not possible to guarantee that children will not touch their faces | All staff |

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| <p>use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> | <ul style="list-style-type: none"> • Established charter and routines to facilitate children's safety and minimise the risk of the spread of infection • Refer to the class charter, awarding Praise Points via Go4Schools for children trying their best to follow the established protocols • All classrooms have boxes of tissues and children are taught to: 'Catch it, Kill it, Bin it' • Contents of all bins are double bagged • Classrooms have boxes of tissues – children taught 'catch it, kill it, bin it' • Government posters displayed | <ul style="list-style-type: none"> • Cannot guarantee that droplets from sneezing/ coughing do not enter the air • Cannot guarantee children will use tissues and/or cover mouths when coughing/sneezing | <p>All staff</p> |
| <p>ensure that help is available for children and young people who have trouble cleaning their hands independently</p> | <ul style="list-style-type: none"> • Re-visit and model how to clean hands daily, linked to the school's behaviour system, awarding Praise Points (via Go4Schools), for children trying their best to follow the handwashing protocol • Share a social story for children with SEND or complex communication needs • Liaise with parents/ carers to encourage them to continue using this handwashing protocol at home • Use online videos/songs to reinforce hand hygiene protocols | <ul style="list-style-type: none"> • Cannot guarantee that all children will adhere to the handwashing protocol • Staff do not have clear line of sight to all sinks in toilets and so cannot guarantee the 'quality' of the children's handwashing • Cannot guarantee that all children will adhere to the handwashing protocol • Cannot guarantee that all parents/ carers will encourage children to continue following the | <p>SENDCo CCN Base Lead All staff</p> |

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| | | handwashing protocol at home | |
| For those children in the youngest age groups who may have toileting issues, consider safe approaches | N/A | | |
| ensure that bins for tissues are emptied throughout the day | <ul style="list-style-type: none"> • Staff/TA to empty double-bagged bins to main bins via outside routes at lunchtimes and/or when bins are full • Staff to wash hands immediately afterwards followed by the use of alcohol based hand sanitiser | <ul style="list-style-type: none"> • Bin bags may tear • Cannot guarantee that all staff will adhere to the handwashing protocol immediately afterwards | All staff |
| where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units | <ul style="list-style-type: none"> • Doors and windows will be kept open each day – internal doors on Magnetic locks in case of fire | <ul style="list-style-type: none"> • In warm weather conditions, even with windows and doors open ventilation may be difficult • In colder weather conditions, the children and staff may feel cold | All staff |
| prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation | <ul style="list-style-type: none"> • See above • Fire evacuation procedures remain the same – new tutor/ year group ‘bubbles’ will need to practise following unfamiliar routes and lining up protocol | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed during a fire evacuation ➤ Social distancing by children with complex communication needs cannot be guaranteed | |

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| | <ul style="list-style-type: none"> • Fire evacuation 2 metre yellow paint markings in children's lining up area in tennis courts to facilitate social distancing • Registers and routines to remain the same with online registrations completed by staff in their allocated tutor group 'bubble' | <ul style="list-style-type: none"> ➤ Social distancing between adults and children cannot be guaranteed during a fire evacuation | |
| get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed | <ul style="list-style-type: none"> • As above – supplies take time to obtain. • Some stock is on back order | <ul style="list-style-type: none"> • Inability to obtain stock before current stock is exhausted – liaise with Cluster schools/LA if needed | KW/ DC Caretakers |
| Discuss with staff that there is no need for anything other than normal personal hygiene | <ul style="list-style-type: none"> • Staff dress code professional as clothes do not need to be cleaned any more often than usual | <ul style="list-style-type: none"> • Staff member does not wear laundered clothing | DC/ SLT |
| Consider measures to support staff mental health and well being | <ul style="list-style-type: none"> • Continue to celebrate staffs' successes • Continue to provide a complimentary breakfast to staff if they wish • SLT to touch base with staff regularly and check that they are well • Signpost resources available through Dorset Healthcare – see link | <ul style="list-style-type: none"> • Individuals who do not engage with resources • Individuals who do not respond to contact from their buddies | SLT Staff buddies |

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| | <p>(https://www.dorsethealthcare.nhs.uk/coronavirus-1/mental-healthwellbeing-advice)</p> <ul style="list-style-type: none"> • Ensure that staff continue to have PPA time each week • Staff 'buddy system' introduced • Additional staff room space provided with furniture arranged to support social distancing • Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone | | |
| Social distancing | | | |
| accessing rooms directly from outside where possible | <ul style="list-style-type: none"> • Use classrooms with doors that have direct outdoor access where possible | <ul style="list-style-type: none"> • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | DC/ CW |
| Implement a two-way circulation, always walking on the left hand side of the corridor to keep groups apart as they move through the setting where | <ul style="list-style-type: none"> • Timetable lessons delivered remotely via the VLE to minimise the incidence of groups passing in opposite directions • Use a two-way route in the school's corridors to minimise the risk of children/ adults passing each other | <ul style="list-style-type: none"> • The risk of children wanting to take a 'short cut', deciding not to adhere to the one way system | DC/ SLT/ KW/ caretakers |

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| <p>spaces are accessed by corridors</p> | <ul style="list-style-type: none"> • Strongly encourage the wearing of face coverings by children in KS3 (unless in an exempt group) • Embed the importance of children walking in single file, socially distanced when moving around the school with the tutor leading and a corridor monitor/ prefect at the back | | |
| <p>staggering year groups' start and end of day times - children and young people should clean their hands beforehand and enter in the tutor groups they are already in</p> | <ul style="list-style-type: none"> • All year group 'hubs' of children in timetabled remote classrooms incorporating outdoor learning opportunities to minimise movement around the school • Hand and respiratory hygiene protocols in place before and after children eat • Children to keep packed lunch under their desks • Staggered lunch slots for each year group, with hot school meal option and packed lunches in the hall | <ul style="list-style-type: none"> • Cannot guarantee that all children will adhere to the hand hygiene protocol • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | <p>DC/ CW Teachers/ TAs/ First Aiders</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> | <ul style="list-style-type: none"> • Allocated toilet blocks for different groups of children • Toilet passes to be used during lessons where necessary • Toilets cleaned regularly during the day (after break, lunch and the end of the school day) | <ul style="list-style-type: none"> • Congestion in toilets by children who 'forget' to follow this protocol • Children will need to access the same sets of facilities at timetabled intervals that will | |

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| | <ul style="list-style-type: none"> • Extra posters in toilets to promote good hand and respiratory hygiene protocols • Posters of the school's toilet charter displayed in all toilet facilities to promote our high expectations of behaviour • Adults always use separate toilet facilities | <p>be monitored by staff whenever possible, but cross contamination cannot be entirely ruled out</p> <ul style="list-style-type: none"> • Good respiratory hygiene and hand washing for all children cannot be guaranteed • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | |
| <p>Specific measures for some children and young people who will need additional support to follow these measures</p> | <ul style="list-style-type: none"> • Re-visit and model social distancing daily, linked to the school's behaviour system, awarding Praise Points (via Go4Schools), for children trying their best to follow the charter • Share a social story with children who have SEND or complex communication needs • Liaise with parents/ carers to encourage them to continue social distancing measures at home • Use online videos/songs to reinforce good practices | <ul style="list-style-type: none"> • Cannot guarantee that all children will adhere to the social distancing measures • Cannot guarantee that all children will adhere to the hand and respiratory hygiene protocols • Cannot guarantee that all parents/ carers will encourage children to adhere | <p>SENDCo ELSA Pastoral Lead Teachers</p> |

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| | <ul style="list-style-type: none"> • Review individual risk assessment plans for vulnerable children including those with an EHCP and/ or behaviour plan • Continue to reflect and review the Behaviour Management and Anti-Bullying Policy Covid Addendum to ensure that all children are supported • Work with local services in Dorset Council to ensure the services and support are in place for children with complex communication needs or other identified needs to tailor provision and support provided at school. | to social distancing measures in place outside the school setting | |
| <p>Use outside space for exercise and breaks:</p> | | | |
| <p>Consider outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</p> | <ul style="list-style-type: none"> • Plan timetabled outdoor learning time daily for children in each year group ‘hub’ • Use of timetabled P.E./Games lessons • Encourage outdoor learning for Jigsaw PSHCE lessons and other lessons e.g. Science, Art (nature) etc. if weather permits • Deliver Forest School provision (on Tuesdays), throughout the year • Timetable the (1) outdoor sensory play, (2) outdoor exercise equipment to year groups on a weekly rota | <ul style="list-style-type: none"> ➤ Sun-safe concerns ➤ Cross-contamination with outside areas / hard surfaces ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | <p>DC/ CW Teachers/ TAs</p> |

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| | with all hard surfaces cleaned thoroughly following use using a virucidal spray | | |
| <p>outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously</p> <p>Read COVID-19: cleaning of non-healthcare settings</p> | <ul style="list-style-type: none"> • Outdoor sensory play area and outdoor gym equipment will be open to year groups on a weekly rota and all hard surfaces will be cleaned following use using a virucidal spray • Play equipment to be used with hard surfaces that can be cleaned using a virucidal spray • Allocated play equipment with hard surfaces for each year group 'bubble' (to facilitate cleaning) • All year groups' resources will be kept separate and will be cleaned after use using a virucidal spray • Any shared equipment will be cleaned frequently and meticulously and always between hubs using a virucidal spray • Where appropriate, equipment may be rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles | <ul style="list-style-type: none"> ➤ Sterilisation of equipment is not possible ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | DC/ CW Teachers/ TAs |
| For shared rooms: | | | |
| Carefully consider the use of halls, dining areas and internal and external sports facilities | <ul style="list-style-type: none"> • Timetabled arrangements for children in school • Minimal use of shared areas • Lunch to be eaten in staggered slots for year group 'hubs' | <ul style="list-style-type: none"> • Social distancing between children cannot be guaranteed | DC/ CW Teachers/ TAs |

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| | <ul style="list-style-type: none"> • Each year group 'hub' to have their own play equipment • Each year group will have their own allocated outdoor zone to play in at break and lunch times • Cleaning protocol in place using virucidal spray on hard surfaces • Cleaning contract and arrangements in place | <ul style="list-style-type: none"> • Social distancing by children with complex communication needs cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | |
| <p>stagger the use of staff rooms and offices to limit occupancy</p> | <ul style="list-style-type: none"> • Provision of PPE to meet staffs' needs/ wishes, providing them with a choice • Staff room furniture arranged to facilitate social distancing • Staff rota for break and lunch times to limit occupancy • Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone • Staff assigned to designated staff rooms/ areas in the school, including the CCN Base, main staff room & a new staff room area set up in the Sewing Room • Limited access to office/ resource areas • Weekly review of staffs/ needs with adaptations as agreed during staff meetings • Staff to use 'NetSupport Notify' to share any essential messages to tutor/ year group 'hubs' | <ul style="list-style-type: none"> • Social distancing between staff cannot be guaranteed • Social distancing between adults and children cannot be guaranteed | <p>DC/ CW All staff</p> |

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| <p>Reduce the use of shared resources:</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> | <ul style="list-style-type: none"> • ‘Live’ Assessment for Learning to be used daily with verbal feedback and shared, written feedback provided via VLE • Teachers can take books and other shared resources home to assess to facilitate children’s education and development • Children can take books or a resource home to facilitate their learning with returned resources left in a box for 48 hours before being handled | <ul style="list-style-type: none"> • Staff who forget to adhere to this guidance e.g. taking shared resources home | <p>SLT</p> |
| <p>Avoid the sharing of any stationery and other equipment</p> | <ul style="list-style-type: none"> • Reinforce the class charter, emphasising the importance of children not sharing stationery or other equipment • Children to bring into school their own stationery each day • Individual stationery packs will be provided for any child who does not have his/ her own stationery • Shared materials and surfaces will be cleaned daily with virucidal spray | <ul style="list-style-type: none"> • It cannot be guaranteed that children will not inadvertently share resources • Disinfection only is possible of areas or objects with hard surfaces as sterilisation of surfaces or objects with hard surfaces in a school setting is not possible | |
| <p>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same</p> | <ul style="list-style-type: none"> • Practical lessons led by specialist teachers to continue adhering to Covid hygiene/ cleaning protocols: • Any shared equipment will be cleaned frequently and meticulously and always between hubs using a virucidal spray | <ul style="list-style-type: none"> • Social distancing between children cannot be guaranteed • Social distancing by children with complex communication needs cannot be guaranteed | |

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| <p>children or young people in one day, or properly cleaned between cohorts</p> | <ul style="list-style-type: none"> • Where appropriate, equipment may be rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different hubs | <ul style="list-style-type: none"> • Social distancing between adults and children cannot be guaranteed • Disinfection only is possible of areas or objects with hard surfaces as sterilisation of surfaces or objects with hard surfaces in a school setting is not possible | |
| <p>Adjust transport arrangements where necessary including:</p> | | | |
| <p>encouraging parents and children and young people to walk or cycle to their education setting where possible</p> | <ul style="list-style-type: none"> ➤ Clear communications with parents/ carers via electronic communication – letter via Parent Mail/ email/ school’s website/ newsletter/ Twitter/ Facebook page ➤ Encourage parents/ carers to where possible walk or cycle to school ➤ Ask parents/ carers to ensure that their child/ren wear helmets to protect their heads if they are cycling to school ➤ Encourage parents/ carers to use their own vehicle and not lift share with other families in different groups ➤ When travelling by their own vehicle, advise parents/ carers to park away from the school’s | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | <p>SLT Caretaker</p> |

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| | <p>entrance and if necessary walk child/ren to the the school's gate</p> <ul style="list-style-type: none"> ➤ Encourage parents/ carers to wear face coverings and not to loiter, using clear signage ➤ Guide children to enter the school's site via their allocated year groups' 'hub' entrance | | |
| <p>schools, parents and young people following the government guidance on how to travel safely, when planning their travel, particularly if public transport is required</p> | <ul style="list-style-type: none"> ➤ Clear communications with parents/ carers via electronic communication – letter via Parent Mail/ email/ school's website/ weekly bulleting/ Lizard newsletter to share the Government's guidance ➤ Liaise with transport providers including taxi companies and coach transport to request allocated seats ➤ The Government has recommended the use of seating plan on buses for all children as well as the use of face coverings for students over the age of 11 ➤ Face coverings are also required to be worn by children over the age of 11 (unless in the exempt group), on taxis used to transport children to school | <ul style="list-style-type: none"> ➤ Social distancing between children cannot be guaranteed ➤ Social distancing by children with complex communication needs cannot be guaranteed ➤ Social distancing between adults and children cannot be guaranteed | DC/ SLT |
| <p>ensuring that transport arrangements cater for any changes to start and finish times</p> | <ul style="list-style-type: none"> • Liaise with the county transport team to confirm transport arrangements • Continue to be flexible around different year groups' staggered start/ end times for children using transport | <ul style="list-style-type: none"> • Children may miss transport arrangements and parents/ carers may be unable to take them to school | JE/ MG |

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| <p>make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</p> | <ul style="list-style-type: none"> • Liaise with Dorset Travel to confirm arrangements • Clear communications with parents/ carers via electronic communication providing updated transport information – letter via Parent Mail/ email/ school’s website/ Facebook page to share the Government’s guidance | <ul style="list-style-type: none"> ➤ Schools have no control over whether transport providers report symptoms of Covid-19 | <p>Dorset Transport Services/ SLT</p> |
| <p>make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</p> | <ul style="list-style-type: none"> • Clear communications with parents/ carers via electronic communication providing updated transport information – letter via Parent Mail/ email/ school’s website/ newsletter to share the Government’s guidance ➤ Liaise with transport services to ensure compliance whilst travelling, including to: <ul style="list-style-type: none"> • Ensure social distancing is maintained where possible, including at busy entrances, exits, under canopies, bus stops etc. • Face coverings should be worn by all children over the age of 11 on private transport arrangements (buses and taxis), used to transport children to school • Establish a seating plan on the bus to support the Track and Trace process if and when required • Encourage respectful behaviours advising children to follow instructions from drivers about which | <ul style="list-style-type: none"> • Schools have no control over whether transport providers follow hygiene rules and keep to social distancing guidelines | <p>Dorset Transport Services/ SLT</p> |

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| | <p>seats to use; how to queue; or how to follow floor markings etc.</p> <ul style="list-style-type: none"> • Avoid consuming food and drink on buses or in taxis • Ask the bus/ taxi driver for help if they need it • In the case of an emergency, contact the emergency services • If staff become aware that the transport providers fail to follow hygiene rules or social distancing measures, report to County Transport Team and Dorset Council | | |
| <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> | <ul style="list-style-type: none"> ➤ Clear communications with parents/ carers via electronic communication providing updated transport information – letter via Parent Mail email/ school’s website/ newsletter to share updates ➤ Use of social stories to encourage children’s safe transport to and from school (at home and school) ➤ Liaise with Dorset Transport Services and parents/ carers to ensure compliance whilst travelling, including to: ➤ Ensure social distancing is maintained where possible, including at busy entrances, exits, under canopies, bus stops etc. ➤ Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone | <ul style="list-style-type: none"> • Schools have no control over whether transport providers follow hygiene rules and keep to social distancing guidelines | <p>Dorset Transport Services/ SLT</p> |

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| | <ul style="list-style-type: none"> ➤ Ensure the use of face coverings for children over the age of 11 on private transport arrangements (buses and taxis), used to transport children to school ➤ Monitor seating plan daily to ensure that children sit in their allocated seat ➤ Encourage respectful behaviours advising children to follow instructions from drivers about which seats to use; how to queue; or how to follow floor markings etc. ➤ Avoid consuming food and drink on buses or in taxis ➤ Ask the bus/ taxi driver for help if they need it ➤ In the case of an emergency, contact the emergency services ➤ If staff become aware that the transport providers fail to follow hygiene rules or social distancing measures, report to County Transport Team and Dorset Council | | |
| <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> | <ul style="list-style-type: none"> • Clear communications with parents/ carers, local authorities and contractors via electronic communication providing updated transport information/ travel plans – letter via email; Parent Mail; and the school’s website | <ul style="list-style-type: none"> • Communications sent are not read by targeted groups or individuals | <p>SLT</p> |

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| <p>Response to any infection</p> | | | |
| <p>proactively responding to any infection and engaging with the 'NHS Test and Trace' process</p> | <p>Follow the Government's guidelines (see, https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools), and:</p> <ul style="list-style-type: none"> • Train all staff to ensure that they understand the NHS Test and Trace process and how to contact Public Health England local health protection team • Train key staff to carry out rapid lateral flow tests for children in KS3 who are on site, on a weekly basis, to identify any asymptomatic cases • Provide Lateral flow home testing kits for staff (who are on-site) to carry out two tests on a weekly basis- every Monday and Thursday before school • Establish and implement a result log, using Microsoft Forms, for staff to record the LFT test result • Implement the rapid asymptomatic testing programme following the Coronavirus (COVID-19) asymptomatic testing in schools and colleges guidance for handling any positive tests as a result of that programme • Offer and train children in KS3 to carry out a Lateral Flow Test, testing them three times on-site (3-5 days apart), to prepare them to continue ATS at home from 15th March 2021. | <ul style="list-style-type: none"> • Any delay in reporting of symptoms to SLT • Potential delay to access testing if the school has not received LFT and/ or home testing kits • Children and staff not consenting to their participation in the LFT programme | <p>SLT All staff</p> |

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| | <ul style="list-style-type: none"> • Track submission of Lateral Flow Test results and liaise with individuals in the school community to follow up on non-submissions and promote engagement. • Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. • Provide an overview of the school's Risk Assessment and offer additional support to enable staff, children in KS3 and/ or their parents/ carers to ask questions or seek any further clarification on measures in place and the NHS Test and Trace process • Advise staff members and parents/carers to book a PCR test if they or their child are displaying Covid-19 related symptoms i.e. a high temperature, a new continuous cough and/or a loss or change to their sense of smell or taste • Promote awareness that staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school • All children can be tested if they have symptoms, • including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | | |
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| | <ul style="list-style-type: none"> • Record details of anyone they or their child have been in close contact with if they were to test positive for coronavirus or if asked by NHS Test and Trace • Advise staff, children, parents/ carers to self-isolate if they have been in close contact with someone who tests positive for coronavirus, or if anyone in their household develops symptoms of coronavirus, or if they are required to do so having recently travelled from certain other countries. • Follow the Mass asymptomatic testing: schools and colleges guidance in relation to the rapid asymptomatic testing • Anyone who displays symptoms of coronavirus can and should get a PCR • Administer PCR tests, which are stored on site, as required to keep the school community safe as children and staff have priority access to PCR testing as well as regular asymptomatic LFD testing • Ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow the related guidance • Keep a record of pupils and staff in each group and respective seating plans with the details of any close contact that takes place between children and staff in different groups | | |
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| | <ul style="list-style-type: none"> Engage with and adhere to the NHS Test and Trace process If available, provide staff or parents/ carers of any child presenting with symptoms of Covid-19 with a home testing kit and ask to be informed of the results of the test | | |
| <p>managing confirmed cases of Covid-19 amongst the school community</p> | <ul style="list-style-type: none"> Immediately contact Public Health England local health protection team Advise that household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. Provide guidance that if someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive, guidance for households with possible or confirmed coronavirus (COVID-19) infection should be followed- click here. Explain, they should get a test, and: <ul style="list-style-type: none"> -if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must | <ul style="list-style-type: none"> Parents/ carers who do not adhere to guidance provided by the local health protection team | <p>SLT</p> |

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| | <p>remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</p> <p>-if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <ul style="list-style-type: none"> • Use the template letter provided to schools, on the advice of the health protection team, to send to parents/ carers if needed | | |
| <p>containing any outbreak in the event of two or more confirmed cases within 10 days or an overall rise in sickness absence where Covid-19 is suspected</p> | <ul style="list-style-type: none"> • Continue to work with the local health protection team who will be able to advise if additional action is required. • Follow guidance from the health protection team in relation to the number of pupils guided to self-isolate as a precautionary measure. | <ul style="list-style-type: none"> • Any delay in reporting Covid-19 symptoms | <p>SLT</p> |

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| Inspection | <ul style="list-style-type: none"> • When contacted engage in monitoring Ofsted inspections to share information relating to curriculum and teaching (including remote education), and attendance, particularly of vulnerable pupils • Provide information relating to the school's context, the School Development Plan, attendance, curriculum and the school's Covid-19 Action Plan with progress to date | <ul style="list-style-type: none"> • Reporting of a positive case(s) in one or more year hubs and actions required to be taken to keep everyone safe, necessitating this meeting to be postponed. • Ofsted's decisions moving forwards in light of the new strain of Covid-19 and rising infection rates. | SLT |
| Assessment requirements | <ul style="list-style-type: none"> • Review pupils' progress in relation to their baseline GL Assessments over the course of the academic year, bearing in mind that as a result of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be considered a transitional year. | <ul style="list-style-type: none"> • The new strain of Covid-19 and rising infection rates, impacting upon children's access to face-to-face education and the assessment timeline scheduled. | SLT / Governors |

*This Risk Assessment will be reviewed regularly and additional factors that are important on a local and/ or national level may be added.

** Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

[Please review this risk assessment alongside the Covid-19 Asymptomatic Testing in School Risk Assessment Addendum.](#)