

COVID-19: EYFS Operational Risk Assessment for Reopening

Assessment conducted by:	Rob Darling Claire Jones	Job title:	Head of Education Primary Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	2 nd November 2020	Review interval:	As required by gov/local changes	Date of next review:	30.11.20

Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Trust Control Measures Universal Guidance	In place? (Yes/No)	Additional Control Measures Local School Specific measures	Residual risk rating (H/M/L)
Planning for availability of places	H	<ul style="list-style-type: none"> All children in Nursery and Reception are eligible to attend. This will need to be considered in relation to available staffing and space. A phased return may be necessary with staggered groups, Year 6, followed by Year 1, Reception then Nursery. Planning for return takes full account of critical worker and vulnerable children who need to be in school every day Reduce class and group sizes to a maximum of 1:10 EYFS framework still applies with the published amendments Ensure any planned smaller groups and staff within the EYFS stay together consistently and do not mix or blend with other groups Where possible, where provision is sessional ensure sufficient time is allowed between every session for cleaning Plan end of week deep cleaning and build in time for this or at other times dependent upon your staggered re-entry plan. 	Yes	<p>*Parent survey went out 19.5.20 to ascertain level of uptake so school can safely plan for children's return and expected numbers.</p> <p>*Additional cleaner in place throughout the day and enhanced cleaning opportunities with staff leaving site early to maximise cleaning efficiency.</p>	M
Safety at the beginning and end of session / school day	H	<ul style="list-style-type: none"> Pupils to come straight into school through a pre-determined entrance relevant to the schools EYFS context in which children need to be handed to an adult as a safeguarding control 	Yes	<p>*Side entrance, Nursery door allows access away from all other year groups.</p> <p>*Reception dedicated door at side entrance, staggered start and end</p>	M

Supporting social distancing in classrooms / learning environment areas	H	<ul style="list-style-type: none"> Remove excess furniture, tables, chairs etc and set up learning areas that are well spaced to facilitate children working at a distance where possible. Increase opportunities for outdoor learning, and for small group time Consider how to manage staggered start and finish times safely for younger children Support children in using handwashing and toilet facilities throughout the session rather than together Where there is only one room for the EYFS provision, provide different spaces for different groups of children by arranging furniture in a different way Where lining up is essential e.g. fire drill, use floor markers for younger pupils Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters 		<p>*Classroom layout and activities provided are easy to clean and allow for greater flow in settings.</p> <p>*Visual cues given in EYFS classrooms, regular teaching points and planned opportunities for reminding core messages of social distancing and handwashing. This will be throughout each and every day.</p>	M
Managing at lunch and snack time	H	<ul style="list-style-type: none"> Staggered snack and lunch sessions, supported by a key person allocated to the group for the sessions a particular group of pupils attend for Children supported to wash hands before and after eating snacks and lunch 	Yes	Nursery staggered lunch. Reception children eat in dinner hall, spaced out and with support and cleaning before and after including handwash.	M
Social Distancing at break time	H	<ul style="list-style-type: none"> Timetable free flow access to the outdoors to allow for social distancing Support children in making best use of the space outdoors Review the use of fixed outdoor equipment and the resources children use, it will need to be cleaned in between different groups using it 	Yes	*Children kept in bubbles for outside play to ensure children don't mix.	M
Understand that some children may struggle with the return to routine and full-time education (almost like a second September start) Understand that some children will find returning to school emotionally overwhelming, or they lack the stamina or resilience to cope well	H	<ul style="list-style-type: none"> Provide parents with information prior to the start date so that they can prepare the children e.g. <ul style="list-style-type: none"> Share the structure of the new session with parents Share that the child will see some but perhaps not all their friends in school, so they can be prepared for this Phase induction for Years N, R, 1 & 6 returning to school to allow additional capacity to embed new routines Give some examples of the activities that will be offered so children can look forward to this and explain using photos what looks different, so this is not a shock. Video message/ photos of the classroom space/outdoor area and the child's keyworker to parents to be shared with the children via the school website. Encourage parents to begin to structure of the day at home to begin to mirror the routine e.g. prepare a lunchbox Staff to tailor the provision on offer to meet the needs of the children, including enabling children the opportunity to share their worries and feelings through play A phased timetable, with a clear end date, to be used where children need support in settling back into the school/setting 	Yes	*Additional support in place for children with EHCP (1:1 support every afternoon)	M
Understand that some pupils may be extremely unsure about where and who is safe e.g. some might be	H	Prior to re-admission Keyworker staff to liaise/ phone with parents about: <ul style="list-style-type: none"> How much time the child has spent out of the house in recent weeks What does the child understand about the Covid-19 virus and are they worried about it? Does the parent has any concerns, fears or worries? 	Yes	*Carpet time and Teams Assemblies used to reinforce positively all safety measures in place as and when needed.	M

worried to move around /engage with others due to 'the bug/virus'		<ul style="list-style-type: none"> Ke yperson to provide reassurance and maintain a dialogue via phone/email in respect of this 		<p>*Parents can contact Hearsall Pastoral email</p> <p>*Use EYFS appropriate resources including video "While we can't hug" to support understanding.</p>	
Understand that some EYFS pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	H	<ul style="list-style-type: none"> Prior to re-admission, EYFS lead/key person encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) Provide in-school support and a named key person to support the child If required, access specialist support for the child and their family Consider the need for training for staff to support children and families Consider the impact of children and family distress on staff, what system is in place for staff to share how they are feeling / coping? 	Yes	*Katie Smith to liaise with staff to pass any more sensitive information around vulnerable children returning to school on reset day.	M
Understand that some children with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life	H	<ul style="list-style-type: none"> Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified Anticipate what support children might need and work with families and colleagues within/beyond the school as needed Place emphasis on school being a positive experience for the child and adapt session times and routines accordingly Review the EYFS /school behaviour policy to reflect the additional support on offer Ensure all staff understand any changes to the EYFS behaviour policy and can implement these consistently Ensure parents have advance notice of start date, so that they can prepare their child for the return to school e.g. <ul style="list-style-type: none"> walk to school and back home each day structure the day at home to begin to mirror the day at school Give some examples of the activities that will be offered so children can look forward to this Email photographs of the classroom space/outdoor area and the child's keyworker to parents to be shared with the child A phased timetable, with a clear end date, to be used where the child needs support in settling back into the school/setting 	Yes	<p>*Staff reset day will inform staff of the key messages to go over with the children – on numerous occasions for the very youngest.</p> <p>*Induction day will be used to go through all aspects with children in a slow and steady manor.</p>	M
Understand that some parents may be reluctant to send their child back to school because of the risk of infection and bringing the virus back into the family home	H	<ul style="list-style-type: none"> Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school (bubbles, location of equipment and resources) Offer support relevant families to get their children back into school Sustain contact and support for learning at home 	Yes	<p>*Katie Smith to liaise with staff to pass any more sensitive information around vulnerable families/ parents worries on returning to school on reset day.</p> <p>Pastoral and leadership support for families to maintain good attendance</p>	M
How do practitioners manage the ongoing learning for children	H	<ul style="list-style-type: none"> The priorities for young children currently are settling, PSED, resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	Yes	*Ongoing support and guidance documentation from Sarah Ashworth – Trust EYFS Lead.	M

<p>who have been attending?</p> <p>Support those who are returning to learning and:</p> <p>Compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?</p>		<ul style="list-style-type: none"> • Use observational assessment on re-entry in an efficient, timely manner, to inform next steps. Consider the online learning that children may have engaged in during the school closure. • Timetables and staffing model determined to secure curriculum delivery for class-group size • Gaps in learning are assessed and addressed in teachers' planning because there is a period of time taken to Identify what key knowledge and skills are needed. Gaps are unlikely to be closed immediately so adjust planning over coming months to reflect this. • Target those pupils with greatest need of additional support. Put plans for intervention are in place for those pupils who have fallen behind in their learning. • Use pupil premium funding/EYPP to provide disadvantaged pupils with more intensive support • Follow the child's interests to develop confidence and engagement in the learning process • Share learning with parents and how they can support at home • Timely assessment of children with SEND linked to their specific targets on return to school, alongside bespoke interventions planned throughout the day and week – whilst always focusing first on settling the child and ensuring emotional well-being 		<p>*Ann Chambers (Inclusion Lead) aware of youngest children with particular needs to offer support and guidance.</p>	
<p>How do practitioners offer high quality resources to support children's learning</p>	M	<ul style="list-style-type: none"> • Adapt the learning environment and resources to meet the current level of development, but still ensure sufficient challenge is in place and plan to move this on as children return to the expectations of sustained attention • Remove soft furnishings, soft toys, malleable materials etc and offer resources that are easy to clean after every use • Look at reorganising sets of resources for individual groups to use, or use staggered return approaches to operate a split week • Where possible provide each child with their own resources to use and avoid sharing resources. Look at use of small individual trays for exploring resources • Offer a more limited range of resources within areas of the environment e.g. a few carefully chosen books, a slimmer selection of small world resources • Encourage children to learn outdoors in the fresh air – always cleaning resources after each use and not allowing children to share resources e.g. bikes, balls. 	Yes	<p>*Resources on a rota to ensure learning resources and toys can be cleaned.</p> <p>*Soft toys used for comfort or to prevent distress will be placed into a 3 day safe zone in the Isolation Room.</p>	L
<p>Transition / End of year reports will contain limited information</p>	M	<ul style="list-style-type: none"> • EYFS team to produce the reports with the information they currently have and School leaders to explain to parents that the report is limited • Put a plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned • Provide information about EYFS at the school in a range of formats 	Yes	<p>*Sarah Ashworth putting together resources and presentations to share with new parents.</p>	L
<p>Online or home learning may need to continue for some</p>	H	<ul style="list-style-type: none"> • Consider how every day activities can be used as sources for learning at home encouraging independence, and perseverance to build resilience • Make use on the wide range on online resources • Continue to use Tapestry portal 	Yes	<p>*Katie Smith to keep in touch with families that have struggled to access home learning who are not attending school.</p>	M

pupils, running alongside return to school for other pupils.		<ul style="list-style-type: none"> Any staff not already familiar with Tapestry will be provided with basic training by Sarah Ashworth 			
How to support children maintaining regular levels of hand washing/hygiene	H	<p>Practitioners to give handwashing highest priority in the setting:</p> <ul style="list-style-type: none"> Consider how to make this fun and how to integrate singing and counting. Agree and implement the same routine to build understanding Children to be directed and supported in washing hands/using anti-bacterial hand gel as soon as they enter the building at the start of the day and exit the building at the end of the day Practitioners to model and support regular hand washing opportunities (20 seconds) throughout the daily routine, including before and after food Practitioners to ensure there are adequate supplies of anti-bacterial hand gel and soap throughout the session 	Yes	*Differentiated age-appropriate visual images used to reinforce independent handwashing.	M
When children sneeze or cough, they will spread germs/bacteria	H	<ul style="list-style-type: none"> All staff to educate children about the need to cough/sneeze into a tissue or their elbow, dispose of tissue in a lidded pedal bin and wash hands for 20 seconds Gloves and disinfectant to be available in teaching areas in case a child coughs or sneezes on a piece of equipment (SSO) A plentiful supply of tissues will be available at all times in the teaching areas indoor and outside (SSO) Lidded bins will be emptied and sanitised during the day as they become full (SSO) 	Yes	*Information sheets sent home reinforcing the 'catch it, kill it, bin it' message.	M
How can the school/setting limit the 'surfaces' that are shared between home and school?	H	<ul style="list-style-type: none"> Stop sending early learning resources home with children and do not receive any in to school Paper based records of achievement will stay at school All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e mail Children will be discouraged from bringing in personal items from home into school, with the exception of where it is needed a transitional item to support a child's emotional needs this will need to be cleaned upon arrival and should not be a soft toy. 	Yes	*Any books used will only be handled by one child and put into a safe zone to ensure no transmission of germs.	M
First Aid	H	<ul style="list-style-type: none"> Staff will have access to PPE and will be routinely used for all first aid issues Lidded bins used to dispose of any medical waste Hand sanitiser will be located at all first aid areas First Aid incidents logged via Tapestry to avoid handwriting in first aid book. Sickness and covid-19 symptoms – children will be moved to Covid secure first aid room. (Full PPE) 	Yes	EYFS staff paediatric first aid trained	M
Intimate Care	H	<ul style="list-style-type: none"> Gloves routinely used and face masks/aprons available where necessary Children prompted, by adult, to do the majority of changing where appropriate More support may be needed if a child has soiled themselves Where possible, all children need to have spare clothes in school who attend Nursery and Reception provision. 	Yes		M