

# Inspire Education Trust

## COVID-19: EYFS Operational Risk Assessment for Reopening – Hearsall Community Academy

Assessment conducted by:	Rob Darling Claire Jones	Job title:	Head of Education, Primary Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	4 <sup>th</sup> March 2021	Review interval:	Weekly	Date of next review:	Weekly
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### 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)
<b>Safety at the beginning and end of session / school day</b>	<b>H</b>	<ul style="list-style-type: none"> <li>Pupils to come straight into school through Reception &amp; Nursery designated entrance.</li> <li>Staggered start to the day in family groups to ensure volume of parent/ children traffic reduced at one point.</li> <li>Reception and Nursery parents to use set school entrances</li> <li>Staggered start times to limit amount of parents on the school site</li> </ul>	<b>Yes</b>	See opening plan for designated entrances for Hearsall  Parents collecting resources from side door are not to loiter, chat or enter building.	<b>M</b>
<b>Safeguarding/First Aid</b>	<b>H</b>	<ul style="list-style-type: none"> <li>A programme for training additional staff is in place, using on-line training will continue.</li> <li>Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed through Inspire Education Trust.</li> <li>PPE to be provided</li> <li>The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</li> <li>Safeguarding addendum produced to ensure all responsibilities are addressed</li> </ul>	<b>Yes</b>		<b>M</b>

		<p>If the DSL is not on site because of operational challenges, the following cover arrangements are in place:</p> <ul style="list-style-type: none"> <li>• a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home</li> <li>• access to a trained DSL from a partner school, will be available via phone or online video</li> </ul>			
<p><b>Classrooms / learning environment areas</b></p> <p><b>How do practitioners offer high quality resources to support children's learning</b></p>	<b>H</b>	<ul style="list-style-type: none"> <li>• An analysis of the school roll has been conducted to identify all pupils who meet the Government's vulnerable pupil criteria</li> <li>• Where there is a safeguarding concern pupil attendance is strongly encouraged and any concerns shared with the relevant social worker</li> </ul> <p>When a pupil is identified as vulnerable because of challenges in accessing remote learning, all reasonable actions will be taken (e.g. provision of a laptop) before determining school attendance is required</p>		<p>*Classroom layout and activities provided are easy to clean and allow for greater flow in settings.</p> <p>*Visual cues given in EYFS and Year 1 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>	<b>M</b>
<p><b>Managing at lunch and snack / play time</b></p>	<b>H</b>	<ul style="list-style-type: none"> <li>• EYFS to not have a set 'break time' during the morning session.</li> <li>• Whole class snack – all children to wash their hands before. Adults support children and make sure they only touch one piece of fruit etc.</li> <li>• Children supported to wash hands before and after eating snacks and lunch</li> </ul>	<b>Yes</b>	<p>* Staggered playtime for Reception, Nursery, KS1 (to avoid contact with KS2 pupils using the same playground space)</p>	<b>M</b>
<p><b>Understand that some children may struggle starting Reception and Nursery.</b></p> <p><b>Understand that some children will find starting school emotionally overwhelming, or they lack the stamina or resilience to cope well</b></p>	<b>H</b>	<ul style="list-style-type: none"> <li>• Provide parents with information prior to the start date so that they can prepare the children – letter went out on 31.12.20 and follow up information will go out on 4.1.21 afternoon regarding start of spring term. <ul style="list-style-type: none"> <li>◦ <del>Share the structure of the session with parents</del></li> <li>◦ <del>Class teacher to create 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.</del></li> <li>◦ <del>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</del></li> <li>◦ <del>A phased/reduced timetable, with a set date to review, to be used where children need support in starting Reception and Year 1</del></li> </ul> </li> </ul>	<b>Yes</b>	<p>*One way system with additional adults on duty to welcome children.</p>	<b>M</b>
<p><b>Understand that some pupils may be extremely unsure about where and who is safe e.g. some might be worried to move around /engage with others due to 'the bug/virus'</b></p>	<b>H</b>	<p>For Reception classes during start of spring term <del>prior to starting school</del>, staff to liaise talk to parent/carers as necessary to address concerns: <del>in small groups during stay and play session:</del></p> <ul style="list-style-type: none"> <li>• What does the child understand about the Covid-19 virus and are they worried about it?</li> <li>• Whether the parent has any concerns, fears or worries?</li> <li>• Staff to provide reassurance and maintain a dialogue via phone/email in respect of this</li> <li>• Staggered start to new Nursery intake to support parents/children</li> </ul>	<b>Yes</b>	<p>*Carpet time and Teams Assemblies used to reinforce positively all safety measures in place as and when needed.</p>	<b>M</b>

<p><b>Understand that some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)</b></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• <del>Prior to starting school</del>, Teachers to continue to encourage parents to share any significant information about their child with the school (this can be done in initial meetings in September or through summer term phone calls)</li> <li>• Provide in-school support and a named key person to support the child.</li> <li>• If required, access specialist support for the child and their family</li> <li>• Consider the need for training for staff to support children and families</li> <li>• Consider the impact of children and family distress on staff, what system is in place for staff to share how they are feeling / coping?</li> </ul>	<p><b>Yes</b></p>	<p>*Pastoral team liaise with staff to pass any more sensitive information around vulnerable children returning to school on reset day.</p>	<p><b>M</b></p>
<p><b>Understand that some children with social and emotional difficulties may struggle with managing their behaviour when returning to or starting school and the routines of school life</b></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified</li> <li>• Anticipate what support children might need and work with families and colleagues within/beyond the school as needed</li> <li>• Place emphasis on school being a positive experience for the child and adapt session times and routines accordingly</li> <li>• Review behaviour policy to reflect the additional support on offer</li> <li>• Ensure all staff understand any changes to the behaviour policy and can implement these consistently</li> <li>• 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"> <li>○ walk to school and back home each day</li> <li>○ structure the day at home to begin to mirror the day at school</li> <li>○ Email photographs/videos to welcome children back</li> </ul> </li> <li>• A phased/reduced timetable, with a set review date to be used where the child needs support in settling back into the school/setting</li> </ul>	<p><b>Yes</b></p>	<p>*Staff reset day will inform staff of the key messages to go over with the children – on numerous occasions for the very youngest / least mature  <del>*Induction day will be used to go through all aspects with children in a slow and steady manner.</del></p>	<p><b>M</b></p>
<p><b>Understand that some parents may be worried about their child starting school because of the risk of infection and bringing the virus back into the family home</b></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Reassure parents of the safety measures 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)</li> <li>• Offer support to relevant families</li> </ul>	<p><b>Yes</b></p>	<p>*Pastoral team to liaise with staff to pass any more sensitive information around vulnerable families/ parents worries on returning to school on reset day.</p>	<p><b>M</b></p>
<p><b>How do practitioners manage teaching and learning?</b></p> <p><b>and:</b></p> <p><b>compensate for the gaps in pupils' knowledge and skills that will have developed following</b></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• The priorities for young children currently are settling back after Christmas, PSED, reminding children of school routines; speaking and listening</li> <li>• Complete relevant assessment and use observational assessment / Year 1 assessment checklist in an efficient, timely manner, to inform next steps.</li> <li>• Assessment used to inform teachers' planning – gaps in knowledge identified</li> <li>• Put plans for intervention are in place for those pupils are significantly below ARE</li> <li>• Use pupil premium funding / EYPP to provide disadvantaged pupils with more intensive support</li> <li>• Follow the child's interests to develop confidence and engagement in the learning process</li> <li>• Share learning with parents and how they can support at home</li> </ul>	<p><b>Yes</b></p>	<p>*Ongoing support and guidance documentation from Sarah Ashworth – Trust EYFS Lead / Rich Gould or Daisy Morgan (Year 1 transition project leads)</p> <p><del>*Amy Charles (Inclusion Lead) aware of youngest children with particular needs to offer support and guidance.</del></p>	<p><b>M</b></p>

their extended absence from school?		<ul style="list-style-type: none"> <li>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</li> </ul>			
Transition sessions	H	<ul style="list-style-type: none"> <li>Parents/Carers given all information about starting dates and what these sessions will look like; children with additional needs may start back before the planned date of 8<sup>th</sup> March 2021</li> <li>All information about starting school put on the website Reception/Nursery</li> <li>Reception Parents/Carers and children invited in in small groups over first two days</li> <li>One adult with a child and no siblings unless childcare is impossible</li> <li>All children and adults to wash their hands on entry</li> <li>Resources cleaned and classrooms re-set between groups</li> </ul>	Yes		L
Online or home learning may need to continue for some pupils who need to self-isolate.	H	<ul style="list-style-type: none"> <li>Consider how every day activities can be used as sources for learning at home encouraging independence, and perseverance to build resilience</li> <li>Make use on the wide range on online resources</li> <li>Continue to use Tapestry portal (Reception) and Class Dojo (Year 1)</li> </ul>	Yes	*Pastoral team to keep in touch with families that have struggled to access home learning who are not attending school. Regular contact calls made to home.	M
How to support children maintaining regular levels of hand washing/hygiene	H	<p>Practitioners to give handwashing highest priority in the setting and remind children of what they need to be doing similar to autumn term expectations:</p> <ul style="list-style-type: none"> <li>Consider how to make this fun and how to integrate singing and counting. Agree and implement the same routine to build understanding</li> <li>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</li> <li>Practitioners to model and support regular hand washing opportunities (20 seconds) throughout the daily routine, including before and after food</li> <li>Practitioners to ensure there are adequate supplies of anti-bacterial hand gel and soap throughout the session</li> <li>Support children in using handwashing and toilet facilities throughout the session rather than together</li> </ul>	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"> <li>All staff to continue 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</li> <li>Gloves and disinfectant to be available in teaching areas in case a child coughs or sneezes on a piece of equipment (SSO)</li> <li>A plentiful supply of tissues will be available at all times in the teaching areas indoor and outside (SSO)</li> <li>Lidded bins will be emptied and sanitised during the day as they become full (SSO / on site cleaners)</li> </ul>	Yes	<del>*Information sheets sent home reinforcing the 'catch it, kill it, bin it' message.</del> Message reinforced in bubbles of hygienic safe practice in child appropriate language	M
How can the school/setting limit the 'surfaces' that are	H	<ul style="list-style-type: none"> <li>Home reading books distributed each week but put in quarantine area each Friday for 72 hours and then can be re-distributed the following week.</li> <li>Where possible, correspondence out of school to be uploaded to Tapestry and the website and correspondence into school to come via a phone call or e mail</li> </ul>	Yes	*Any books used will only be handled by one child and put into quarantine for 72 hours to ensure no transmission of germs.	M

<b>shared between home and school?</b>		<ul style="list-style-type: none"> <li>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</li> <li>All Nursery and Reception parents are set up on Tapestry and Year One parents on Class DoJo. This will be used to communicate and share progress</li> </ul>			
<b>First Aid</b>	<b>H</b>	<ul style="list-style-type: none"> <li>Gloves will be routinely used for all first aid issues</li> <li>Lidded bins used to dispose of any medical waste</li> <li>Hand sanitiser will be located at all first aid areas</li> <li>First Aid incidents logged via Tapestry to avoid handwriting in first aid book.</li> <li>Sickness and covid-19 symptoms – children will be moved to Covid secure first aid room. (Full PPE)</li> </ul>	<b>Yes</b>		<b>M</b>
<b>Intimate Care</b>	<b>H</b>	<ul style="list-style-type: none"> <li>Gloves routinely used and face masks available where necessary</li> <li>Children prompted, by adult, to do the majority of changing where appropriate</li> <li>More support may be needed if a child has soiled themselves</li> <li>Where possible, all children need to have spare clothes in school who attend Reception provision.</li> </ul>	<b>Yes</b>	<ul style="list-style-type: none"> <li>Fog Pod and additional PPE to be provided for all practitioners involved in intimate care.</li> </ul>	<b>M</b>
<b>Lateral Flow Tests</b> are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school		<ul style="list-style-type: none"> <li>The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted</li> <li>All staff understand their entitlement to access regular lateral flow community or school-based testing (when available from 25<sup>th</sup> January 2021 onwards); are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening.</li> <li>Test kits are stored securely to prevent unauthorised use or damage to kits (following NHS guidance)</li> <li>Training provided for Headteachers and identified COVID co-ordinators in the administration of the process (process checklist provided)</li> <li>Microsoft forms used to communication between staff and COVID co-ordinator to reduce person to person contacts</li> <li>Training provided for all staff on administration of tests and reporting of results</li> <li>Safe collection schedule created to avoid staff from different bubbles coming into contact with each other.</li> </ul> <p><b><u>Update WB 8<sup>th</sup> Feb – Frequently asked questions document</u></b>  <b>Change in the 90 days re-testing approach to align the education sector guidance with the rest of the LFD testing advice:</b> If staff have recently (within 90 days) had a positive PCR test for COVID-19, they are likely to have developed some immunity. Individuals are exempt from testing by both PCR and LFD within 90 days of a positive PCR test, unless they develop new symptoms. However, individuals may choose to take a LFD test after the isolation period, for example as part of a workplace or community testing programme. This should only be done after completion of the required self-isolation period as per the NHS stay at home guidance. If they test positive with a LFD test, they will be required to self-isolate for 10 days or longer if</p>	<b>Ongoing</b>	<ul style="list-style-type: none"> <li></li> </ul>	

		<p>symptomatic. They are still required to self-isolate if they are identified as a close contact of a positive case, even if this is within the 90 day window.</p> <p><b>Clarify that staff who have been vaccinated should follow the guidance in the same way as someone who has not been vaccinated:</b> If staff have been vaccinated, they should continue to follow the steps set out in this guidance. The vaccine does not interfere with the LFD or PCR tests.</p>			
<p><b>Children with SEND</b> -may have no awareness of space -may spit, scratch or bite</p>		<ul style="list-style-type: none"> <li>Individual pupil risk assessments to be written/ updated to reflect the additional measures that will need to be followed in relation to these challenges with specific reference to staffing requirements.</li> <li><b>Clothing</b> – all staff working closely with any children who regularly spit should wear full PPE at all times. (Masks, visors, aprons and gloves)</li> <li>If spit reaches any part of protective clothing (PPE) this must be thrown away as soon as possible.</li> <li>Masks/ visors need to be cleaned and labelled clearly for individual members of staff.</li> <li><b>Hygiene</b> – frequent washing of hands (every hour), wearing plastic aprons, plastic gloves, laundering clothing worn</li> <li><b>Keeping distance</b> - when a child is spitting and biting you want to keep your distance anyway but help to calm them down. So getting them to a safe space when you begin to see the change in behaviour thus trying to avoid behaviours escalating</li> <li><b>If spitting continues or is continuous during session over a period of time, on-site provision may be reviewed to ensure we maintain infection spread controls and the wider safety of all children and staff.</b></li> </ul>	Yes	<ul style="list-style-type: none"> <li></li> </ul>	
<p><b><u>Enhanced expectations as a result of Outbreak at one of our primaries</u></b></p> <p><b><u>New strain far More transmissible</u></b></p>		<ul style="list-style-type: none"> <li>All staff to consistently wiping down workstations / areas that people have been using once they have left the area. E.g. sitting in a communal room preparing (use of microwave) or eating lunch (even where numbers of people have been considerably reduced and social distancing is fully in place.</li> <li>Going above and beyond the two-metre distance rule where possible (e.g. 3 metres)</li> <li>Enhancing communications with our DRAs and other support staff who do not routinely attend ‘staff’ meetings and who are not regularly if at all on their emails. We must insist they sign-up and log-in regularly to keep up with your communications. (I noticed this might be a common issue at all Trust primaries whilst visiting to set up LFT training last week.) DRAs are not necessarily confined to one area/ classroom so we need to be more careful with how we support these staff to understand our rules.</li> <li>Ensuring we continually remind parents who are sending their children to our key worker and vulnerable children provision to let us know when their children feel unwell.</li> <li>Tracking staff who are not class-based or in one bubble. E.g. cleaners/ SSOs. They have to move around the building to carry out their jobs but is this mapped in any informal/ formal way and do they understand how they should be actively limiting their communication (any unnecessary) with others as a result of this.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>HT or senior lead should ensure cleaning teams are routinely following process and expectations.</li> </ul>	

<p><b><u>Specific General Cleaning Procedure Guidance</u></b></p>		<p><b>Where no one has symptoms of or confirmed COVID-19:</b></p> <ul style="list-style-type: none"> <li>• It is recommended that detergents or diluted bleach to be used on hand contact surfaces.</li> <li>• General cleaning should occur at least twice a day including a thorough clean at the start or end of the day.</li> <li>• Normal laundering at the hottest applicable temperature for the garment is suitable.</li> <li>• The use of a commercial dishwasher for utensils and equipment is acceptable.</li> <li>• Waste can be disposed of as normal.</li> </ul>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• HT or senior lead should ensure cleaning teams are routinely following process and expectations.</li> </ul>	
<p><b><u>Cleaning for areas</u></b></p>		<p><b>Cleaning for areas visited by a symptomatic person testing positive for COVID-19:</b></p> <ul style="list-style-type: none"> <li>• Disposable gloves and apron worn by staff</li> <li>• Disposable cloths or paper roll and mop heads used</li> <li>• Additional PPE covering eyes, nose, mouth to be worn</li> <li>• As well as the room(s) the person has been in, the traffic routes to the rooms should be thorough cleaned as well.</li> </ul>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• HT or senior lead should ensure cleaning teams are routinely following process and expectations.</li> </ul>	