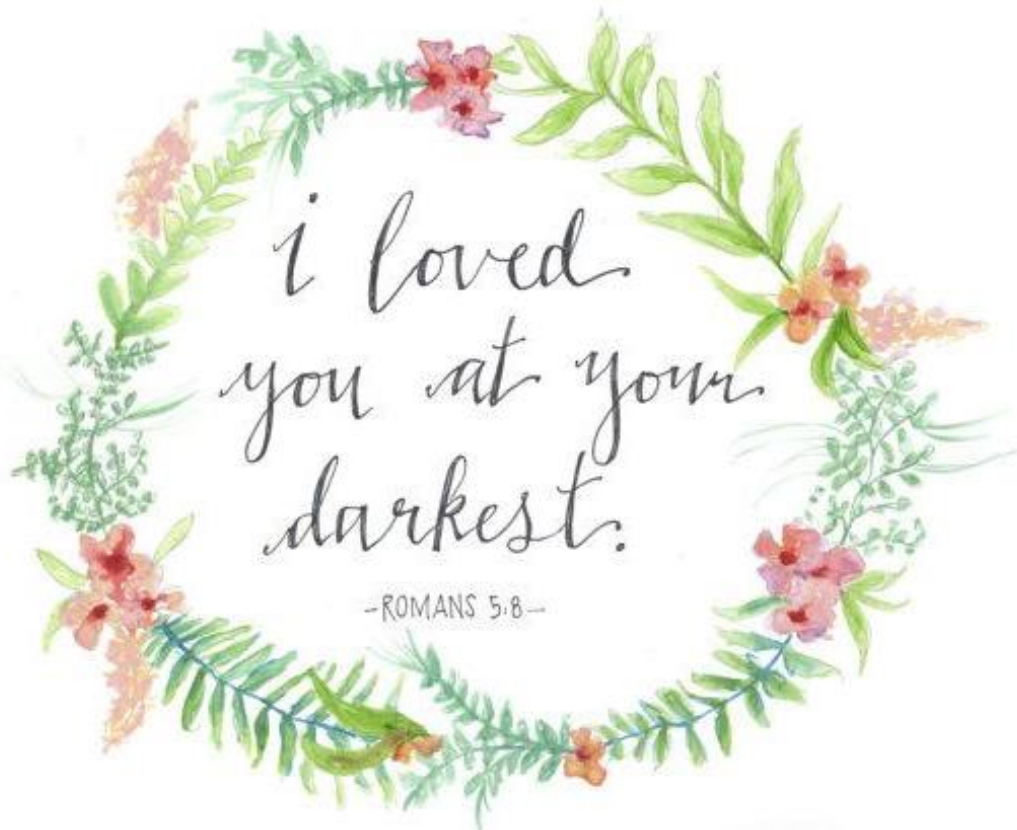


Early Years Foundation Stage: COVID-19 Recovery Plan – Risk Assessment



St Gerard's Catholic Primary & Nursery School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

Risk Assessments:

Location / Site	ST GERARD'S CATHOLIC PRIMARY & NURSERY SCHOOL
Activity / Procedure	EYFS PROVISION RE-OPENING
Assessment date	15/5/2020 – to be updated regularly until re-opening

Government guidance states for school's states:

"The safety of children and staff is our utmost priority."

"The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focusing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings."

"In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this."

Government guidance for parents concerning re-opening of schools states:

"We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**"

"Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils' mental health and well being

Early Years and Primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to Early Years' settings and schools, we taking this into account.

Schools should therefore work through the hierarchy of measures set above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixingthe risk will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief transitory contact, such as passing in a corridor is low risk.

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11th May 2020

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the classroom (resulting in direct transmission of the virus)			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Reduce the number of children in the classroom to enable social distancing (no more than 15) school estimate 8 children in the first instance 2. Remove excess furniture and resources to increase space if space to do so– to Outdoor Storage Container/ Library / PCR – Added to storage boxes etc 3. Social distancing charter created for and with the children – including how many children playing with resources and how. (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc) 4. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance. Link this to Dojo Points and 'Good to Be Green' 5. Resources and activities planned to reduce shared contact and individual learning 6. Use of outdoor space – same charter for outdoors – Use the school field and EYFS outdoor area – timetabled but adults to remain in social bubbles. 7. Staff allowed to stay at adult height – no requirement for getting to child level for interactions 8. Interactions carried out where possible from a distance 9. Children to use same table if returning next day 10. Teacher and Teaching Assistant/Classroom Assistant are assigned to designated children and stay with these children throughout the day (<i>and on sub-sequent days</i>) 11. Children stay in the classroom/designated area for majority of the day and not mix with other groups. 12. Bags and coats on pegs – children supported one at a time to hang up and place lunchbox in the lunch box storage area. 			

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	

HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Signing board used and only child allowed to go to toilet at a time – middle sinks closed for handwashing – every other cubical to be open resulting in a gap between each toilet. 2. Hand gel/hand foam to be used after toilet use as well as washing hands 3. Extra Signs in toilet re washing hands 4. Additional soap and cleaning products stored within the EYFS provision. 5. Prior to opening parents will give consent on the use of alcohol hand gel. (linked to HBC guidance on Hand Gel/Hand Sanitizer) 			

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart as more than one person – behind two cones – at least 2 metres apart in EYFS Play Area 2. Year R parents and children enter using gate by Front entrance –TA's to provide care from 8:30am resulting in reduced congestion at the school gate. Phased entrance by Reception and Nursery entering via the Nursery Gate on Quinn Street. 3. Face coverings requested when on school when dropping off and picking up by parents 4. Instructions shared re social distancing between families in the morning with parents and children 5. Signage for parents and children displayed outside the classroom 6. SLT to be on duty to supervise 7. Staggered drop off and pick up times for different year groups. 			
<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	

Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Staggered playtimes and/or allocated play area in the first instance – EYFS children to remain in social bubble and 'break time' to be delivered within continuous provision and in the EYFS Play Area. 2. Reduced playtime equipment – hard surfaces and can be easily cleaned 3. Games discussed which encourage social distancing – football passing, catch, hoola hooping. Outdoor, cross curricula, curriculum to be planned and taught with social distancing at the heart of the activities that are planned. 4. Staff supervision throughout – actively encouraging and insisting on social distancing. Staff to remind children of social distancing and us behaviour systems to praise this. 			

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>*DOLCE – contact the lunch provider when known number of children return*</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Children to eat in the EYFS provision and sat at the same/designated place in the room. 2. Children asked to bring packed lunch in first instance – children get packed lunch from trolley one at a time and sit at a table to eat their lunch. – If children are having a school meal that meals will be collected from the hall and brought to the classroom. 2 metres apart if possible / come to the hall and eat at large tables – every other seat – one group over two tables (NEED TO DECIDE BEST OPTION) 			

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door 2. Messages to office via class telephone. 3. Fire Doors can be propped open when adults are present in the room. Once left the doors MUST be closed. 4. Staff use empty classrooms and alcoves to maximise the distance between each other 5. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days. 6. External doors within classrooms to be used (via PCR and Nurse Classroom door) 			

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<ol style="list-style-type: none"> 1. Selected resources washed in Milton (cleaning fluid) each night and left to dry if not same person using them the next day. Other resources to be stored in the outdoor area. 2. Tables, door handles and other surfaces cleaned with Milton (cleaning fluid) every night 3. Resources on tables ready for lesson and children have restricted choice of resources 4. Children encouraged to wash hands / use hand gel before learning sessions and after each activity. 5. Outdoor resources restricted each day and outdoor area separated between 2 classes (timetable to be produced) 6. List of indoor and outdoor equipment to be used to be given to site manager/cleaning staff each week so resources can be cleaned everyday using Milton (cleaning fluid) 7. Soft toys and furnishes including bean bags removed from the classroom before opening 			

8. Books available split into separate sets one for each different group of children and rotated each week giving time for de-contamination – not taken home or brought in **extension activities provided via Oxford Owl (linked to home/school reading)**
9. Outdoor playground equipment allocated to the group of children and cleaned each day at the end of the day

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Emotional distress of the children			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<ol style="list-style-type: none"> 1. Children to have class teacher and TA (if possible under vulnerable staff guidance) in the first instance 2. Small numbers of children to support their emotional need 3. Reduced time in school to ensure transition is successful from home to school 4. 2 metre social distancing ELSA provision available for children who are distressed 5. Creative/Personal, Social and Emotional curriculum to be delivered for first two weeks to support children's well-being – slowly increasing the cognitive load 6. Comfort given from a distance – at adult height and hand gel used after if needed 7. Transition item / activity for children to bring to school and share and discuss 			

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Emotional distress of the staff – including anxiety			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Staff meeting – virtually – to discuss concerns and shared control measures 3. Sharing of support helplines if staff are concerned/worried 4. At least one SLT member of staff on site everyday for staff to share concerns with 5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 6. Separate risk assessment for the office area 			

7. Designated "staff areas" areas for different groups of staff – maybe rota for same area if needed
8. Planned time for planning and preparation within the week esp for those with children in school
9. Those working in Year R, 1 and 6 off rota for key workers 2 weeks before opening to support preparation
10. PPE masks / face coverings / visors offered to staff working with children (esp in Year 1 or 2)
11. PPA time covered by other staff to enable Year R, 1 and 6 staff plan for home learning and school provision.
12. Subject responsibilities removed re key worker provision

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<ol style="list-style-type: none"> 1. Refer to individual behaviour plans and apply 'Team Teach' holds when deemed appropriate. 2. Extra disposable aprons ordered 3. Extra gloves ordered 4. Some visors also ordered if needed 5. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 6. PPE offered to staff for those working close with children Pls note the Government guidance states "Wearing face coverings or face masks is not recommended" 			

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			

1. Hand gel/foam dispenser outside of all classrooms
2. Hand gel order in large quantities
3. Handwashing PHSE lessons, songs and rhymes
4. Extra soap dispensers and re-fills in each classroom
5. Extra hand washing bowls in each classroom
6. Children hand wash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze
7. Washing hands posters replaced in all washing areas
8. Reminders how to wash hands properly – videos and posters
9. Procedure agreed for children to wash hands so thorough hand washing

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton (cleaning fluid) 2. PPE will be worn by all cleaning staff 3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms 5. Deep cleaning of EYFS classrooms as used by the Keyworker children before re-opening 6. Cleaners to return to work before the school re-opens 7. Resources on each day list given to site manager to ensure these resources are cleaned at the end of the day 8. Reduction of classrooms used – Year R classrooms and toilets, 			

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			

1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home
2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.
3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.
4. Agree if staff are allowed to wear PPE when in school if they wish
5. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute
6. Separate risk assessment for staff who are clinically vulnerable

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS			
<ol style="list-style-type: none"> 1. Children who are clinically extremely vulnerable – those being shielded should not attend school 2. Children living with some who is clinically extremely vulnerable should not attend school 3. Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school 4. Children living with someone who is clinically vulnerable can attend school – parents will be given the choice 			

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor's comments		Insert comments relevant to findings as appropriate	
<ul style="list-style-type: none"> • The above RA has been completed assuming that all children within EYFS will want to return on 1st June 2020. • The above had been written assuming there will be 15 children in Reception and 15 children in Nursery. • Staff within EYFS will be made aware of this document and will be asked to sign to say they have read the above risks. 			

Name of assessor	Signature of assessor	Date
Edd Naylor (Assistant Headteacher) Jane Gilbert (Admin)		25/05/2020

Manager's comments	Insert comments relevant to assessment as appropriate

Name of manager	Signature of manager	Date
Karl Landrum (Headteacher)		25/05/2020
Risk assessment reviews	Set future review dates & sign/comment upon completion	