Covid-19: Operational
Risk Assessment for EYFS
Planned re-opening of primary schools May 2020

Contents

Definitions

In this **Covid-19 Risk Assessment for EYFS**, unless the context otherwise requires, the following expressions shall have the following meanings:

I. '**The Romero Catholic Academy**' means the Company named at the beginning of this **Covid-19 Risk Assessment for EYFS** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi**, **Good Shepherd**, **Sacred Heart**, **Blue Sky**, **SS Peter and Paul**, **St Gregory**, **St John Fisher**, **St Patrick**, **Cardinal Wiseman**, **Shared Services Term**.

II. '**Romero Catholic Academy**' means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.

III. '**Board**' means the board of Directors of the Romero Catholic Academy.

IV. '**Chair**' means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.

V. '**Clerk**' means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.

VI. '**Catholic Senior Executive Leader**' means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.

VII. '**Diocesan Schools Commission**' means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.

VIII. '**Local Academy Committee**' means the governing body of the School.

IX. '**Academy Committee Representatives**' means the governors appointed and elected to the Local Academy Committee of the School, from time to time.

X. '**Principal**' means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.

XI. '**School**' means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.

XII. '**Shared Services Team**' means the staff who work in the central team across the Company (e.g. HR/ Finance)

1. Introduction

This guidance and addendum must be read in conjunction with The Romeo Catholic Academy Covid19 Risk Assessment tool available to Coventry Schools. That guidance sets out safe systems of working within an all age primary school.

This addendum provides additional considerations, to be taken into account in determining safe methods of working specifically in the early years (Nursery, reception and Year 1)

It is designed to integrate with the whole school risk assessment and is therefore additional to, not instead of and will enable you to review and track your individual readiness to reopen your nursery or early years setting in line with COVID-19 requirements.

The EYFS sections cover:

1. **Social distancing practicalities**
2. **Personal, Social and Emotional Development**
3. **Quality of education**
4. **Hygiene and Staying Safe in the context of the EYFS**
5. **Additional (left blank for you to fill in)**

Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However, these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information specific to your setting.

2. Useful Links

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020	Coronavirus (COVID-19): guidance for educational settings
Coronavirus (COVID-19): implementing protective measures in education and childcare settings	COVID-19: cleaning in non-healthcare settings
Coronavirus (COVID-19) Collection: guidance for schools and other educational settings	Covid-19-decontamination-in-non-healthcare-settings
Actions for schools during the coronavirus outbreak	staying at home and away from others (social distancing)
Coronavirus (COVID-19): implementing social distancing in education and childcare settings	Health and safety risk checklist for classrooms
	E-bug posters
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stagecoronavirus-disapplications	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures
https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-youngpeople/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people#attendance-expectations-andencouraging-attendance	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

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Model COVID-19: Operational Risk Assessment for school reopening – EYFS Considerations

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 18th May 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:		Job title:		Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers

Date of assessment:		Review interval:		Date of next review:	

Use this Risk matrix for the following risk assessment grids

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)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
Planning for availability of places	L	• 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, Nursery, followed by Reception, year 1 and year 6 pupils. • In Nursery the older 3 and 4 year olds should return first, followed by the younger children • 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 e.g. 1:8 / 1:10 EYFS framework still applies with the published disapplication's • Ensure any planned smaller groups and staff within the EYFS stay together consistently and do not mix or blend with other groups • Where provision is sessional ensure sufficient time is allowed between every session for cleaning • Plan mid-week and end of week deep cleaning and build in time for this or at other times dependent upon your staggered re-entry plan • Consider rotas of schooling e.g. 2½ days of schooling per week split, or 5 days over 2 weeks split	Y		L
Safety at the beginning and end of session/school day	L	• 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	Y	One adult to be at outdoor area gate at beginning of day/end of day, ensuring adults do not enter outdoor area and encourage parents to maintain 2 m social distance.	L
Supporting social distancing in classrooms/learning environment areas	M	• Remove excess furniture, tables, chairs etc and set up learning areas that are well spaced to facilitate children working at a distance where possible. It is understood that younger children will not always be able to sustain the 2M distancing guidance • 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	Y	Name cards used in classroom to aid social distancing.	L

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Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
		•			
Managing at lunch and snack time	L	• Staggered snack and lunch sessions, supported by a keyperson 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	Y		L
Social Distancing at breaktime	M	• 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	Y	Planning states when and who is responsible for cleaning of items indoors and outdoors	L

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
	M	• Provide parents with information prior to the start date so that they can prepare the children e.g.
		  o Share the structure of the new session with parents
		  o Share that the child will see some but perhaps not all their friends in school, so they can be prepared for this
		  o 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.
		  o Email photographs of the classroom space/outdoor area and the child's keyworker to parents to be shared with the child
		  o Encourage parents to begin to structure of the day at home to begin to mirror the routine e.g. prepare a lunchbox
		  o 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
			Y	We have provided parents with a Covid 19 home school agreements	L

Understand that some pupils may be extremely unsure about where and who is safe e.g. some might	M	Prior to re-admission Keyworker staff to liaise with parents about: • 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? • whether the parent has any concerns, fears or worries?	Y		L

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be worried to move around /engage with others due to 'the bug/virus'		• Keyperson to provide reassurance and maintain a dialogue via phone/email in respect of this			
Activity	**Risk rating prior to action (H,M,L)**	**Control measures**	**In place? (Yes/No)**	**Additional Controls**	**Residual Risk Rating (H/M/L)**
Understand that some EYFS pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	M	• Prior to re-admission, EYFS lead / keyperson 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?	Y		L

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	M	• 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 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.
		  o walk to school and back home each day
		  o structure the day at home to begin to mirror the day at school
		  o Give some examples of the activities that will be offered so children can look forward to this
		  o 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
			Y	Video of how the EYFS has changed created.	L

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Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
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	M	• 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 • Offer support relevant families to get their children back into school • Sustain contact and support for learning at home •	Y		L
How do practitioners manage the ongoing learning for children who have been attending? **Support those who are returning to learning** **and:** **compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?**	L	• 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. • 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	Y		L

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Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
How do practitioners offer high quality resources to support children's learning	L	• 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.	Y	Children have own drawer of equipment eg paper, pencils etc. Sanitation station set up in nursery. Quarantine area set up in nursery to quarantine reading books on a rota.	L
Transition / End of year reports will contain limited information	L	• 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	Y	Video produced of how EYFS has changed.	L
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils.	L	• Consider how every day activities can be used as sources for learning at home encouraging independence, and perseverance to build resilience 1. Make use on the wide range on online resources	Y		L

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Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
How to support children maintaining regular levels of hand washing/hygiene	M	Practitioners to give handwashing highest priority in the setting: • 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	Y		L
When children sneeze or cough, they will spread germs/bacteria	M	• 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 • A plentiful supply of tissues will be available at all times in the teaching areas indoor and outside • Lidded bins will be emptied and sanitised during the day as they become full	Y		L
How can the school/setting limit the 'surfaces' that are shared between home and school?	M	• 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 brining 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.	Y	Quarantine area established in nursery for children's change of clothes/nappy bags that may be brought in. Bags to remain in nursery until needed -not taken home daily.	L

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Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					

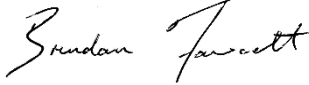**Covid-19: Operational Risk Assessment for EYFS**

Useful Contacts

Principals are responsible for their respective school including Premises, Risk assessments and implementing safety measures (Water systems etc)

		Entity	Name	Role	Email
		Cardinal Wiseman	Tom Leverage	Principal	**tleverage@cardinalwiseman.coventry.sch.uk**
		Corpus Christi	Kevin Shakespeare	Principal	**k.shakespeare@romeromac.com**
		Good Shepherd	Andy McConville	Principal	**a.mcconville@romeromac.com**
		Sacred Heart	Paul Madia	Principal	**p.madia@romeromac.com**
		SS Peter and Paul	Lorraine Stanton	Principal	**l.stanton@romeromac.com**
		St Gregory	Geraldine Marshall	Principal	**g.marshall@romeromac.com**
		St John Fisher	Dee Williams	Principal	**d.williams@romeromac.com**
		St Patrick	Andrea Sherratt	Principal	**a.sherratt@romeromac.com**
1	**MAC Covid-19 Strategy**		Helen Quinn	Catholic Senior Executive Leader	**h.quinn@romermac.com**
2	**MAC Personal Protective Equipment (PPE) responsibility**		Nigel Bellamy	Facilities Manager	**n.bellamy@romeromac.com**
3	**MAC Safeguarding Management**		Andrea Sherratt	St Patrick's Principal Safeguarding	**a.sherratt@romeromac.com**
4	**MAC Premises Management**		Patrick Taggart	Academy Business Director	**p.taggart@romeromac.com**
5	**Board of Directors**		Brendan Fawcett	Chair of Board	**b.fawcett@romeromac.com**

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Risk Assessment Review

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature
Brendan Fawcett	Chair of Directors	*Brendan Fawcett*
Helen Quinn	Catholic Senior Executive Leader	*Helen Quinn*
Andy McConville	Principal Good Shepherd	*A McConville*
Ann Harkin	Chair of Local Academy Committee	*Ann Harkin*

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