



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



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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 Romero 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 \(COVID-19\): implementing protective measures in education and childcare settings](#)
[Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)
[Actions for schools during the coronavirus outbreak](#)
[Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)

<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-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/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

[Coronavirus \(COVID-19\): guidance for educational settings](#)
[COVID-19: cleaning in non-healthcare settings](#)
[Covid-19-decontamination-in-non-healthcare-settings](#)
[staying at home and away from others \(social distancing\)](#)
[Health and safety risk checklist for classrooms](#)
[E-bug posters](#)
<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/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/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

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:	Elizabeth Bale	Job title:	EYFS Lead	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	19th June 2020	Review interval:	weekly	Date of next review:	26 th June 2020

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)
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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)
Planning for availability of places	L	<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, 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 • Bubbles of up to 10 split; 2 days per week per bubble. • Capacity in current model is around 50% 	Y		L
Safety at the beginning and end of session/school day	L	<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 • EYFS lead supported new bubbles at beginning/end of day in the first week 	Y		L
Supporting social distancing in classrooms/learning environment areas	M	<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. 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		L

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	<ul style="list-style-type: none"> 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 Milk offered to all Nursery children- stored in Nursery fridge and regular cleaning of key touch points. 	Y		L
Social Distancing at breaktime	M	<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 Fixed equipment out of use to all pupils and staff briefed regarding non-usage 	Y		L
<p>Understand that some children may struggle with the return to routine and full-time education (almost like a second September start)</p> <p>Understand that some children will find returning to school emotionally overwhelming, or they lack the stamina or resilience to cope well</p>	M	<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 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. Email photographs of the classroom space/outdoor area and the child's keyworker to parents to be shared with the child 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 Photograph of unfamiliar staff member was emailed to relevant bubble A phased timetable, with a clear end date, to be used where children need support in settling back into the school/setting Parents provided with a Covid 19 home school agreements and have signed school copy 	Y	Reset of expectations for each bubble on day 1 of each week.	L
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'	M	<p>Prior to re-admission Keyworker staff to liaise with parents about:</p> <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? whether the parent has any concerns, fears or worries? EYFS Lead call to all parents of children starting in first bubbles to offer reassurance and maintain a dialogue via phone/email in respect of this Parents of new bubble starters called by EY Lead/Class teacher before start date of 22nd or 25th June 	Y		L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<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)</p>	M	<ul style="list-style-type: none"> • 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? • Bereavement policy is in place • EYFS lead phone calls to ascertain loss if appropriate. • At least 1 member of staff in each bubble has completed online bereavement training 	Y		L
<p>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</p>	M	<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 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 • We have provided parents with a Covid19 Home School Agreement and a signed copy has been returned to school. • EY Lead is available to support all staff in bubble with any behaviour management/PSED support 	Y	Reset of expectations for each bubble on day 1 of each week.	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<p>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</p>	M	<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 Offer support relevant families to get their children back into school Sustain contact and support for learning at home 	Y		L
<p>How do practitioners manage the ongoing learning for children 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>	L	<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. 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 Class teachers/Play Lead to provide support and planning for bubble leads. 	Y	EYFS lead to plan transition for the SEND and Vulnerable pupils, liaising with EYFS SEND team.	L

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	<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 – cleaning resources regularly and allowing children individual resources where possible i.e. bikes/balls/hoops Free flow offered at all times where possible Two members of staff per Nursery bubble 	Y		L
Transition / End of year reports will contain limited information	L	<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 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	School to send introduction to Reception booklets to all new starters.	L
Online or home learning may need to continue for some pupils, running alongside return to school for other pupils.	L	<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 Regular phone calls from teachers will continue along with LM visits to vulnerable pupils Class teachers to continue to support home learning and send weekly email 	Y		L

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	<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 All the pupils returning into bubbles are understood to be capable of adequate handwashing. 	Y		L
When children sneeze or cough, they will spread germs/bacteria	M	<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 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 Modelling through resetting of expectations at the beginning of each week 	Y		L
How can the school/setting limit the 'surfaces' that are shared between home and school?	M	<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 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		L

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					

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	tlevrage@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

Risk Assessment Review

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature
Brendan Fawcett	Chair of Directors	<i>Brendan Fawcett</i>
Helen Quinn	Catholic Senior Executive Leader	<i>Helen Quinn</i>
Andrea Sherratt	Principal St Patrick's	<i>Asherratt</i>
Eleanor Barry	LAC Chair St Patrick's	<i>Eleanor Barry</i>