

## RISK ASSESSMENT



<b>School: St Elizabeth's Catholic Primary School</b>		<b>Area/Activity Assessed: EYFS COVID-19 addendum September 2020</b>		<b>Date: 1<sup>st</sup> September</b>	
	<b>Undertaken by:</b>	<b>Position:</b>	<b>Signature:</b>		
1)	M Doyle	Headteacher	M Doyle		
2)	M Clark	Health and Safety Advisor	M Clark		
<b>Summary of significant risks where action required (or state none)</b>		<b>Summary of Additional Controls</b>	<b>Who is action allocated to</b>	<b>Date action to be completed</b>	<b>Action completed date</b>
Potential transmission of virus upon entry		Children to wash or sanitise hands upon entry to class each day.	EYFS staff	Daily	Daily
Potential transmission where social distancing is not possible		PPE available at staff discretion. Staff are aware of the potential benefits of PPE and how the wearing of PPE does not always provide complete protection, e.g. the wearing of a visor provides only limited facial protection	Provided for EYFS staff	Daily	Daily
Potential transmission during snack time		Change to free flow timetables to ensure effective washing/sanitising of hands	EYFS staff	Daily	Daily
Potential transmission on surfaces		4 tier cleaning in place across the school and EYFS	EYFS staff, cleaners, SSO and additional DRA cleaning duties	Daily	Daily
<b>Reviewed/Approved by Senior Manager</b>		Name: M Doyle	Signature: M Doyle		Date: 1 <sup>st</sup> Sept 2020

N.B. This risk assessment should be used in conjunction with the main EYFS risk assessment for your setting, and with the main school assessments for COVID, Cleaning and Infection Control. Transmission rates of Covid-19 are very low amongst young children, but the school still has a duty to protect staff and pupils from harm.

<b>HAZARD</b> (what is it that could cause harm)	<b>WHO</b> (who could be affected either directly or indirectly)	<b>HOW</b> (what might be the possible injury/ill health effect from the hazard)	<b>CONTROL MEASURES CURRENTLY IN PLACE</b> (what are you already doing to reduce the likelihood of the hazard causing harm)	<b>ADDITIONAL CONTROL MEASURES</b> (is there anything else that you could do to reduce the risk of injury/ill health further) <b>Include any reference to safe systems of work</b> <b>Any additional controls must be transferred to front sheet, with actions allocated</b>
<b>Transmission at the start and end of session/school day</b>	Staff, pupils, parents	Transmission of Covid-19, serious respiratory conditions, death	Children to enter via dedicated EY entrance and are handed over to a member of staff outside where possible to reduce risk of transmission between adults. Parents/carers are not normally allowed inside the classroom and are advised to remain socially distant from staff and other parents/carers	Children to wash or sanitise hands upon entry to class each day.
<b>Lack of social distancing (SD)</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	<p>It is understood that younger children will not be able to maintain the 2m distancing guidance, so staff must try to limit the time/frequency that they are in close proximity to children where possible.</p> <p>Where staff have an individual risk assessment which indicates that they may be at significantly higher risk, they are offered alternate work in school outside of the EY setting wherever possible.</p> <p>Staff are aware of the need for good hand hygiene and regular cleaning of touch spots to reduce transmission risks in the absence of SD.</p> <p>Increased opportunities for outdoor learning/free flow are used where weather and environment allow.</p> <p>Where there is only one room for the EYFS provision, different spaces for different groups of children are provided by arranging furniture in a different way</p> <p>Where lining up is essential staff will try to remain 2m from children where possible</p> <p>Clear age appropriate signage displayed in classrooms promoting social distancing see: <a href="#">E-bug posters</a></p>	Staff provided with PPE - Staff provided with PPE and are aware they can use the PPE as they require e.g. if helping to change a child/change a nappy/personal care, whilst acknowledging there are times when PPE may not be required e.g. outside of the building.

<b>Cross contamination from articles brought to/from home</b>	Staff, pupils, parents	Transmission of Covid-19, serious respiratory conditions, death	<p>Parents are asked to sent children to school wearing clothes that need least intervention by staff, e.g., t-shirts or polo shirts rather than buttoned shirts, slip-on shoes/trainers, elasticated waistbands rather than belts/zips etc.</p> <p>Children to wear PE kits to school where PE lessons are taking place.</p> <p>Early learning resources are not sent home with children and do not receive any into school</p> <p>Paper based records of achievement will stay at school</p> <p>All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e mail</p> <p>Parents are discouraged from allowing children 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.</p> <p>Where provision is sessional ensure sufficient time is allowed between every session for cleaning and rotation of toys and equipment</p>	
<b>Young children may not wash their hands correctly or often enough</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	<p>Practitioners to give handwashing the highest priority in the setting:</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 <b>soap and warm water whenever possible</b>, or 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, and when moving between activities where possible</li> <li>• Practitioners to model and support regular hand washing opportunities (20 seconds) throughout the daily routine, including before and after food</li> </ul> <p>Practitioners to ensure there are adequate supplies of anti-bacterial hand gel and soap throughout the session</p> <p>Children supported in using handwashing and toilet facilities throughout the session rather than together at break time etc.</p>	
<b>Transmission of virus at break/lunch</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	Children supported to wash hands before and after eating snacks and lunch	Free flow timetable altered to allow for designated set times for snack. This will allow staff to direct and support the children’s cleaning of hands rather than ‘open’ free flow snack time.
<b>Transmission through the use of play materials</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	Play materials such as dough, pasta etc which could harbour virus organisms are not in use, unless staff are able to provide materials specifically for each child to use which can be safely disposed of at the end of the session. Water is changed at the end of each session.	
<b>Use of outdoor equipment</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	The use of outdoor equipment may be limited to enable more regular cleaning of the equipment in use. Non-fixed equipment to be fogged at regular intervals during the school week, dependent upon usage.	

<b>Transmission of virus through coughing, sneezing, singing etc</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	Children have been shown by staff how 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 sanitiser are available in teaching areas in case a child coughs or sneezes on a piece of equipment A plentiful supply of tissues or blue roll will be available at all times in the teaching areas indoor and outside Lidded bins are emptied and sanitised during the day as they become full Activities involving singing will only be undertaken outside to reduce the risk of transmission.	
<b>Contamination of surfaces throughout the day</b>	Staff, pupils	Transmission of Covid-19, serious respiratory conditions, death	Enhanced cleaning regime and risk assessment in place across the whole school, and procedures are in place for the fogging (disinfecting) of both the setting in general and toys & equipment	4 tier cleaning of school in place including nursery and reception areas.
<b>Transmission during provision of personal care</b>	Staff	Transmission of Covid-19, serious respiratory conditions, death	In addition to control measures relating to hand-washing and cleaning, where staff need to carry out personal/intimate care or administer first aid, then suitable PPE is available in the setting including, gloves, aprons, and face masks. Staff are aware of the need to wash their hands after using and disposing of PPE.	
<b>Pupils may be worried/ anxious about what is 'safe' in school</b>	Pupils	Anxiety, behavioural issues	Prior to re-admission Keyworker staff to liaise with parents about <ul style="list-style-type: none"> <li>• how much time the child has spent out of the house in recent weeks</li> <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> </ul> Keyperson to provide reassurance and maintain a dialogue via phone/email in respect of this	

<p><b>Behaviour of children with additional needs</b></p>	<p>Pupils</p>	<p>Anxiety, behavioural issues</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 the EYFS behaviour policy to reflect the additional support on offer</li> <li>• Ensure all staff understand any changes to the EYFS 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>○ Give some examples of the activities that will be offered so children can look forward to this</li> <li>○ Email photographs of the classroom space/outdoor area and the child's keyworker to parents to be shared with the child</li> </ul> </li> </ul> <p>A phased timetable, with a clear end date, to be used where the child needs support in settling back into the school/setting</p>	
<p><b>Children not attending the setting where parents are concerned about transmission to the home</b></p>	<p>Pupils, parents</p>	<p>Anxiety, behavioural issues</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Offer support relevant families to get their children back into school</li> <li>• Sustain contact and support for learning at home</li> </ul>	