

JUNE / JULY COVID RE-OPENING Risk Assessment – EYFS

Location / Site	Insert location and site where activity taking place
Westbrook Primary School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
NURSERY RE-OPENING	
Assessment date	Insert date when assessment is being carried out
27/05/20 – to be updated regularly until re-opening	
Assessment serial number	Insert local serial/identification number for future reference

Government guidance states for schools 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, focussing 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 mixing

....the 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.

Westbrook Primary School HEALTH & SAFETY

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11th May 2020 and planning guide for early years and childcare settings published 24th May 2020

<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 classroom 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	
<p style="background-color: yellow;">WE HAVE TO ACDEPT 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) Remove excess furniture and resources to increase space– to Early Years office, group room, stock rooms and cupboards. 2. Social distancing discussions with the children – including how many children playing with resources and how (either end of water tray) (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc) 3. To be modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance 4. Resources and activities planned to reduce shared contact and individual learning 5. Use of outdoor space – discussions on how to follow social distancing rules before they go outside, children to be constantly reminded 6. Staff allowed to stay at adult height – no requirement for getting to child level for interactions 7. Interactions carried out where possible from a distance 8. Teacher and LSA are assigned to these children and stay with these children throughout the day (and on sub-sequent days) 9. Children stay in the classroom for majority of the day and not mix with other groups 10. Coats to be placed in the cloakroom/rail - pegs will be spread out and only one child will be allowed to go in at a time, with the supervision of an adult 11. Water bottles to be spread out by the sink -children will be allowed to go one at a time to get them with the supervision of an adult 			

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
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. Toilet signs used and only one child allowed to go to toilet at a time – if more than one in the toilet, ensure they are not in cubicles next to each other and don't wash their hands in adjacent sinks – only used with adult supervision 2. Hand gel used after toilet use as well as washing hands 3. Extra Signs in toilet re washing hands 4. Extra soap/hand gel to be provided in the classrooms 			

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 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
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. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart 2. Parents and children enter using gate by Front entrance –parents to enter just before 9am 3. Parents to leave via the Early Years gate/door – this is to ensure they don't have to walk back on themselves and reduces bigger groups gathering 4. Same to be done at 12pm when the children are collected. Main gate to enter, and Early years gate to leave 5. Instructions shared re social distancing between families in the morning with parents and children – parents not congregating in the playground, just dropping children off and then leaving 6. Clear markings in the playground, telling parents and adults which route they are to follow 7. Signage for parents and children displayed outside the classroom 8. DHT and HT to be on duty to supervise 			

9. 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 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	
<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 – 1 group to use the area directly outside nursery, other groups to cordon off areas of the reception playground that they could use. 2. Reduced playtime equipment – hard surfaces and can be easily cleaned 3. Games discussed which encourage social distancing – football passing, catch, hoola hooping 4. Resources not to be shared between groups 5. Staff supervision throughout – actively encouraging and insisting on social distancing 			

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<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	
<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. Children staying in their classroom and accessing outside from classroom door 2. Messages to office and SLT via walkie-talkies 3. Staff use empty classrooms to maximise the distance between each other 4. 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 			

<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	
<ol style="list-style-type: none"> 1. Resources washed in Milton each night and left to dry 2. Tables, door handles and other surfaces cleaned with spray 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 starting a new activity/each time they move to a new activity 5. Outdoor resources restricted each day and outdoor area separated between each group (physical barrier so no mixing) 6. Children encouraged to wash hands before they go outside and when they come back in 7. Soft toys and furnishes including bean bags removed from the classroom before opening 8. Books corners to be cordoned off by site manager to stop children using them 9. Box of books will be available at a table, books will be changed daily, the old books will be left unused for the rest of the week to lessen the risk of infection 10. Outdoor playground equipment allocated to the group of children and cleaned each day at the end of the day 			

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<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	
<ol style="list-style-type: none"> 1. Children to have class teacher and LSA (if possible under vulnerable staff guidance) in the first instance 2. Small numbers of children to support their emotional need 3. Circle time/PHSE to be focus support children’s well-being – slowly increasing the cognitive load 4. Where needed and if possible comfort to be given at a distance– at adult height and hand gel used after if needed 			

<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	
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Online coaching for any staff who requests it – Mel 3. Staff meeting – virtually – to discuss concerns and shared control measures 4. Sharing of support helplines 5. At least one SLT member of staff on site everyday for staff to share concerns with 6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 7. Designated “staff areas” areas for different groups of staff 8. Planned time for planning and preparation within the week esp for those with children in school 9. PPE Masks and gloves available for staff when dealing with intimate care 			

<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

Control measures

List your control measures required to reduce risk – add appropriate detail about the type and location of controls

1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments
2. Extra gloves to be made available

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<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	
<ol style="list-style-type: none"> 1. Hand gel order in large quantities 2. Handwashing PHSE lessons, songs and rhymes 3. Extra soap dispensers and re-fills in each classroom 4. Extra hand washing bowls in each classroom 5. Children to was hands or hand gel on entry to school, before going outside, coming back in from outside, leaving school, using the toilet and any time they cough or sneeze 6. Children to wash hands between each activity 7. Washing hands posters placed 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 			

<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 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
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be deep cleaned each day 2. All surfaces handles and shared equipment to be cleaned between each group using them 3. Resources to not be shared between groups. If it needs to be shared, must be left to de-contaminate for 3-4 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 the whole school before re-opening 6. Cleaners to return to work before the school re-opens 			

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<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 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
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 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. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute 5. 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	
<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 			

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Existing level of risk		Consider current level of risk	

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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	
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
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	
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
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	
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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	

Westbrook Primary School HEALTH & SAFETY

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Name of assessor	Signature of assessor	Date
Farzana Shaikh		27.05/20

Manager's comments	Insert comments relevant to assessment as appropriate

Name of manager	Signature of manager	Date

Risk assessment reviews	Set future review dates & sign/comment upon completion