



**JUNE / JULY COVID RE-OPENING Risk Assessment –
Early Years (N and R) and Year One**



Location / Site	
Hazel Slade Primary Academy	
Activity / Procedure	
Early Years (N and R) and Year One	
Assessment date	
11/5/2020 – to be updated regularly until re-opening Updated 3/6/2020	

Government guidance states for schools:

“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.

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11th 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			
<u>Existing level of risk</u>		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			
These control measures are to encourage space between children where possible.			
<div>1. Reduce the number of children in the classroom to enable social distancing (no more than 15) school estimate 10 children in the first instance</div> <div>2. Remove excess furniture and resources to increase space if space to do so</div> <div>3. Social distancing charter created for and with the children – including how many children playing with resources and how (either end of water tray etc.) (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc.)</div> <div>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</div> <div>5. Resources and activities planned to reduce shared contact and individual learning</div> <div>6. Use of outdoor space – same as for outdoors rota of children in the outdoor area</div> <div>7. Staff allowed to stay at adult height – no requirement for getting to child level for interactions</div> <div>8. Interactions carried out where possible from a distance</div> <div>9. Children to use same desk throughout the day and when they return the next day</div> <div>10. Teacher and LSA are assigned to groups of children and stay with these children throughout the day (and on sub-sequent days)</div> <div>11. Children stay in the classroom for majority of the day and not mix with other groups</div> <div>12. Bags and coats under chairs at their tables</div>			

<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 using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
<u>Existing level of risk</u>		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 These control measures are to encourage space between children where possible. <ol style="list-style-type: none">1. Toilet bands / signing board used for younger children; one allowed to go to toilet at a time – middle sinks closed for handwashing – or one cubicle or at sink only2. Divide Year R toilets in half using screen to stop 2 groups mixing (as they are joined for both classrooms) NOT REQUIRED AT CURRENT NUMERS3. Soap and Water used after toilet use as well as washing hands4. Extra Signs in toilet re washing hands5. Wedges for the toilet external toilet doors if not fire doors6. Extra soap ordered to ensure we do not run out			

<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			
These control measures are to encourage space between children where possible.			
<div>1. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart as more than one person – this is now on the main school playground. NO parents will come around the building to the EY area. Staff to be at the green gate to receive children and take them around the playground and leave by the main gates</div> <div>2. Parents and children enter using the small gate by the crossing follow the one way system around the playground and leave by the main gates</div> <div>3. Face coverings requested when on school when dropping off and picking up by parents</div> <div>4. Instructions shared re social distancing between families in the morning with parents and children</div> <div>5. Signage for parents and children displayed outside the classroom</div> <div>6. Acting Principal to be on duty to supervise</div> <div>7. Staggered drop off and pick up times for different year groups</div>			

<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
<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 These control measures are to encourage space between children where possible. <ol style="list-style-type: none">1. Staggered playtimes and/or allocated play area in the first instance – EY to use own areas2. Reduced playtime equipment – hard surfaces and can be easily cleaned3. Games discussed which encourage social distancing – football passing, catch, hoola hooping4. Staff supervision throughout – actively encouraging and insisting on social distancing			

<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 when eating lunch 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 eat in their classrooms2. Children asked to bring packed lunch in first instance – children get packed lunch from their bags and sit at their tables 2 metres apart if possible. SCHOOL LUNCHES are being provided and delivered to classes by kitchen staff – disposable items are being used in the first instance3. Meals brought to their classroom – when we have meals cooked on site4. Tables to be wiped after eating – for hygiene standards			

<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 These control measures are to encourage space between children where possible. <ol style="list-style-type: none">1. Children staying in their classroom and accessing outside from classroom door2. Messages to office via phone calls from far end classrooms and by adults in upper end rooms3. Staff use empty classrooms to maximise the distance between each other4. 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 days5. Corridors to be clear in order to support distance keeping			

<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	
<div>1. Resources washed in Milton / Disinfectant wipes / Sprays each night by staff and left to dry if not same person using them the next day;</div> <div>2. Tables, door handles and other surfaces cleaned with Milton every night</div> <div>3. Resources on tables ready for lesson and children have restricted choice of resources</div> <div>4. Children encouraged to wash hands / use hand gel before lessons and after each lesson</div> <div>5. Outdoor resources restricted each day and outdoor area separated between 2 classes (physical barrier so no mixing)</div> <div>6. List of indoor and outdoor equipment to be used to be given each week so resources can be cleaned everyday using Milton</div> <div>7. Soft toys and furnishes including bean bags removed from the classroom before opening <u>These must not be used</u></div> <div>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</div> <div>9. Outdoor playground equipment not to be used</div> <div>10. Main areas tables, chairs, floors will be cleaned by cleaning staff every day</div>			

<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	
<div>1. Children to have class teacher and teaching assistant (if possible under vulnerable staff guidance) in the first instance</div> <div>2. Small numbers of children to support their emotional need</div> <div>3. Reduced time in school to ensure transition is successful from home to school</div> <div>4. 2 metre social distancing provision available for children who are distressed through use of PPE gloves, masks, aprons</div> <div>5. My Happy Mind curriculum to be delivered for first two weeks to support children’s well-being</div> <div>6. Comfort given from a distance – at adult height and hand gel used after if needed</div> <div>7. Transition item / activity for children to bring to school and share and discuss</div>			

<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	
<div>1. Inclusion in risk assessment process – input into hazard identification and control measures</div> <div>2. My Happy Mind for staff to be used by all</div> <div>3. Staff meeting – virtually – to discuss concerns and shared control measures</div> <div>4. SLT member of staff on site everyday for staff to share concerns with</div> <div>5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</div> <div>6. Separate risk assessment for the office area</div> <div>7. Designated “staff areas” areas for different groups of staff – staff room can be used but reduced numbers in there</div> <div>8. Planned time for planning and preparation within the week esp. for those with children in school</div> <div>9. PPE masks / face coverings / visors offered to staff working with children</div> <div>10. Subject responsibilities removed as focus is staff, pupils well being</div>			

<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				
<u>Existing level of risk</u>		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		
<div><div>1. We currently have no pupils with restraint plans in place however should the need arise we will seek expert guidance from the local special school and The Bridge School re support for children with behaviour difficulties – this may lead to individual risk assessments being needed</div><div>2. Individual masks have been made and these will be distributed to staff (we have been unable to purchase any so ones have been made)</div><div>3. Extra disposable aprons ordered</div><div>4. Extra gloves ordered</div><div>5. Some visors also ordered if needed</div><div>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</div><div>7. PPE offered to staff for those working close with children</div><div>Plases note the Government guidance currently states “Wearing face coverings or face masks is not recommended”</div></div>				

<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	
<div>1. Soap and access to sinks in all rooms</div> <div>2. Hand gel ordered</div> <div>3. Handwashing PHSE lessons, songs and rhymes</div> <div>4. Extra soap in each classroom and paper towels</div> <div>5. Extra hand washing to take place in each classroom</div> <div>6. Children to hand wash or hand gel on entry to school, , after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</div> <div>7. Washing hands posters placed in all washing areas</div> <div>8. Reminders how to wash hands properly – videos and posters</div> <div>9. Procedure agreed for children to wash hands</div>			

<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	
<div>1. All surfaces, handles, toilets and shared equipment will be cleaned each day by cleaning staff and resources to be cleaned using Milton tablets by school staff and left to air dry</div> <div>2. PPE will be worn by all cleaning staff</div> <div>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</div> <div>4. Soft furnishings and soft / cloth toys will be removed and <u>not used</u></div> <div>5. Cleaners to return to work before the school re-opens for an additional deep clean</div> <div>6. Resources on each day list to be put together to ensure these resources are cleaned at the end of the day</div> <div>7. Reduction of classrooms used and travelling around space</div>			

<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	
<div>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</div> <div>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.</div> <div>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.</div> <div>4. Agree staff are allowed to wear PPE when in school if they wish</div> <div>5. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</div> <div>6. Separate risk assessment for staff who are clinically vulnerable</div>			

<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	
Children who are clinically extremely vulnerable – those being shielded should not attend school Children living with some who is clinically extremely vulnerable should not attend school Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school 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	
Control measures are in place and having impacted; there is still possibility of control measures not being effective and as such over level is medium			

Name of assessor	Signature of assessor	Date
Sarah Camacho		15/5/2020 Updated 3/6/2020

Risk assessment reviews	End of day one Fortnightly from that point
--------------------------------	---