

Catalyst Academies Trust		RISK ASSESSMENT FORM					
Location/Site: EYFS Dell Setting Quarry Hill Academy		Date of Assessment: 02.03.2021		Assessor(s): Trust SLT		Reference: QUARRY HILL ACADEMY	
Activity/Task/Situation	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Lack of social distancing in the classroom	Resulting in direct transmission of the virus	Children Staff Families Wider Community	<ol style="list-style-type: none"> 1. Retain 'Class room bubbles' up to 60 children, so that free flow can continue safely 2. Minimise resources to reduce contamination and to support regular cleaning 3. Children to stay within their room bubbles when playing 4. Social distancing to involve reminders about close contact and washing hands 5. Children can share resources within their class bubbles but be reminded about over crowding no more than 5-7 to an activity depending on the task 6. Rule re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance. (Social story prepared for those who may require.) 7. Visual cues displayed around the classroom/EYFS setting to remind children about social distancing and hygiene rules 8. Teachers/ LSAs work within their room bubbles and remain with those children 9. Children stay in the classroom/designated outdoor space for majority of the session and do not mix with other groups 10. Resources to be cleaned thoroughly after use if needed again the following day or quarantined for 72 hours before being used again 11. No sharing of resources between bubbles unless they have been quarantined for 72 hours or thoroughly cleaned in Milton. 	<p>Ensuring pupils are sitting in the same carpet spaces daily, where possible. Carpet to be sprayed at the end of each day.</p> <p>Limiting the use of soft furnishings where possible.</p> <p>Reducing the amount of children inside at any one time, more use of the outdoor provisions to help reduce the number of children within the classroom.</p> <p>Children to sit side by side rather than facing each other as much as possible when at a seated activity.</p> <p>Reception only, to use internal corridors when moving from the classroom to the hall.</p> <p>No other bubbles to use the internal corridors. Staff to use external doors as much as possible when moving around the school.</p> <p>Staff to wear face masks when moving around the school.</p>			

<p>Lack of social distancing using toilets and poor hygiene</p>	<p>resulting in direct and indirect transmission of the virus</p>		<ol style="list-style-type: none"> 1. Children to have regular reminders and monitoring when using the toilet. Ensuring that hands are being washed carefully 2. Children regularly reminded of good hand hygiene (through visual displays and from staff) and soap is available at all sinks 3. Extra signs in toilet re washing hands 4. Children encouraged to independently change if they have a toileting accident (Rec) 5. Younger children supported by their key person when engaging in intimate care. Staff to wear gloves and aprons, that are changed for every change 	<p>Extra soap ordered to ensure we do not run out Make extra signs for the toilets/ doors Barriers placed in corridors to avoid children going to other provision Gloves and aprons have been checked to ensure we have plenty</p>			
<p>Lack of social distancing waiting to enter classroom in morning</p>	<p>resulting in direct transmission of the virus</p>		<ol style="list-style-type: none"> 1. Posters to be displayed to advise parents about keeping a safe distance 2. Parents to remain at the end of the ramp and not come to the door until asked by a member of staff 3. Staggered entry for each room bubble to reduce contact of parents 4. Allocated gate for children to arrive and leave from 5. Instructions shared re social distancing between families in the morning with parents and children 6. Signage for parents and children displayed outside the classroom 7. SLT to be on duty to supervise and remind parents of expectations where necessary 8. Staggered drop off and pick up times across all 'room bubbles' 9. Upon entering the classroom, children to use the hand sanitisers. 	<p>All parents have been informed about dropping off their children and promptly leaving the site</p> <p>Questions for teachers must be shared in their child's bookbag or through the school office, no discussion at the door</p> <p>One way systems in place for busiest times of the day to reduce congestion</p>			
<p>Lack of social distancing during playtimes and lunchtimes</p>	<p>resulting in direct transmission of the virus</p>		<ol style="list-style-type: none"> 1. Staggered lunch time to reduce the amount of children in the hall 2. Children to access their own outdoor spaces for lunch time 3. Staff to remain with their bubbles during lunch time 4. Staff to have their lunch in designated spaces/ within their classroom as much as possible 	<p>Time increased between group bubbles using the hall to ensure that staff have time to clean their table without needing to be in the hall once the other group come in</p> <p>Adults to wear masks whilst in the hall</p>			

<p>Lack of social distancing in the corridors</p>	<p>resulting in direct transmission of the virus</p>		<ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door 2. Messages to office via class phones/ email 	<p>Minimal use of corridors by children and adults</p>			
<p>Contact of shared resources</p>	<p>resulting in indirect transmission of the virus</p>		<ol style="list-style-type: none"> 1. Reduction of available resources to reduce contamination 2. Resources washed in Milton each night and left to dry if not same person using them the next day 3. Tables, door handles and other surfaces cleaned with appropriate cleaning product between sessions and tables regularly throughout sessions. 4. Children encouraged to wash hands / use hand gel before lessons and after each lesson 5. Staff to ensure they are using good hygiene methods throughout the day. Regular hand washing and the use of hand gel 				
<p>Emotional distress of the children</p>			<ol style="list-style-type: none"> 1. Children to have class teacher and/ or LSA (if possible under vulnerable staff guidance) in the first instance 2. Children to be supported by their key workers 3. Staggered start for Nursery and Preschool to help with transition to school 4. Daily PSHE curriculum that supports emotional well-being, worries and fears 5. The structure of the day and routines explained clearly by staff to reduce anxiety 6. Social stories prepared for those children that may require it and/or all the children on returning if appropriate 	<p>Teachers to discuss return regularly on the lead up to the return</p> <p>Sharing stories linked to emotions and the importance of sharing how we feel</p> <p>Island time to discuss feelings and to praise them for their resilience</p>			
<p>Emotional distress of the staff – including anxiety and workload</p>			<ol style="list-style-type: none"> 1. Sharing of risk assessment - hazard identification and control measures 2. Support from SLT/ Well-being team if needed 3. Sharing of support helplines 4. At least one SLT member of staff on site every day for staff to share concerns with 	<p>Vulnerable staff working from home: Tapestry, resources prep, interventions</p>			

			<ol style="list-style-type: none"> 5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 6. Designated “staff areas” areas for different groups of staff – rota for staff room to be adhered to if needed 7. Planned time for planning and preparation within the week 				
Risk of spreading virus due to close contact with children – 1:1 and restraint	resulting in direct transmission of the virus		<ol style="list-style-type: none"> 1. Read <i>Coronavirus (Covid 19) Implementing protective measures in early years and education settings.</i> 2. Masks purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Some visors also ordered if needed 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended</p>	Individual risk assessments to be carried out for children with specific 1:1 needs			
Staff movement around the school	resulting in indirect transmission of the virus		<ol style="list-style-type: none"> 1. Offices to be closed 2. Only office staff to enter the office 3. Maintain distance in staff room, only 2 members of staff in the staff room at one time. 4. Appropriate cleaning materials and wipes to be available in all shared areas. 5. Where possible, surfaces which need to be touched should be limited – lids removed from tea/coffee containers for example 6. Staff to remain in their room bubbles 7. Staff must wash their hands before entering a shared area and when leaving 8. Staff signing in sheet in foyer of Dell 9. Staff allocated a toilet to use 	<p>Appropriate signage to be made and erected</p> <p>Space specific risk assessments of shared areas to be carried out by the individual schools.</p> <p>Adults to wear a face mask when moving around the building</p> <p>Masks to be placed into a sealed plastic bag after use</p>			
Children/ Staff falling ill and showing	resulting in direct transmission of the virus		<ol style="list-style-type: none"> 1. Any child waiting to be collected will be in a room with windows and doors that are opened. 				

<p>symptoms in School</p>			<ol style="list-style-type: none"> 2. If they use the toilets, these will be thoroughly cleaned with disinfectant before anyone else uses the area. 3. The person who supervised the child, will do the cleaning to avoid unnecessary exposure. 4. A staff member will remain behind a closed door if this is at all possible. Where this is not possible, staff will wear PPE required and will stay as far away as possible. 5. If anyone displays symptoms, parents will be immediately contacted to take their child home. 6. All members of that group will be sent home to self-isolate for 14 days. 7. Testing of staff who have had contact with that group will be a priority. 			
<p>All stakeholders identified as being at increased risk and exposed to COVID-19</p>	<p>All stakeholders identified as at increased risk and exposed to COVID-19.</p>	<p>Employees, pupils, contractors and visitors including those in specific vulnerable groups such as BME, may be exposed to COVID-19.</p>	<ol style="list-style-type: none"> 5.SLT to communicate appropriately with their most vulnerable children and health care plans updated where necessary. 6.Additional arrangements implemented to support medical needs of pupils who will be attending schools and documented within health care plans. 7.Health care plans and arrangements for supporting medical needs of pupils to be communicated to relevant persons only. 8.Updated health care plans to be signed by parent / carer. 9.Individual risk assessments to be completed for those in specific vulnerable groups if deemed necessary. 10.Assess the need for PPE / RPE to facilitate any close contact personal care, or procedures that create airborne risk (e.g. suctioning and physiotherapy). 	<p>Government guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus is available via: https://www.gov.uk/government/publications/guidanceonshielding-and-protectingextremely-vulnerablepersonsfrom-covid-19/covid-19-guidanceonprotecting-people-most-likelyto-get-unwell-fromcoronavirusshielding-young-peoples-version NHS guidelines outline the criteria for those at higher risk of COVID19, this can be accessed via: https://www.nhs.uk/conditions/coronavirus-covid19/people-athigher-risk-fromcoronavirus/whos-athigher-riskfrom-coronavirus/ If the need for PPE/RPE is required, then staff must be trained in the safe putting on and removal of items. Government guidance issued for COVID-19 Personal Protective</p>		

				Equipment is available at: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment HSE guidance related to COVID19 and face-fit testing is available at: https://www.hse.gov.uk/news/face-mask-ppe-rpe/coronavirus.htm			
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Appendix 1 - Resources in the EYFS

Classroom						
Resource	Remove	Slim down	Rotate	Clean	Discard	
Lego/Duplo		✓		✓		
Sand tray	✓					
Books		✓	✓			
Small world		✓	✓	✓		
Indoor wooden blocks			✓			
Role play area		✓		✓		
Consumables Art & Craft		✓			✓	
Board games			✓			
Puzzles			✓			
Maths resources		✓		✓		
Toy cars		✓	✓			
Train track		✓	✓			
Playdough					✓	
Playdough resources		✓	✓			
Threading resources (plastic)			✓			
Threading resources (wooden)			✓			
Scissors		✓		✓		
Pencils		✓		✓		
Pens		✓		✓		
Chalk		✓			✓	
Dinosaurs		✓		✓		
White boards and pens		✓		✓		
Flashcards (RWI)		✓				

Soft toys, bean bags, cushions, puppets	✓				
Dressing up	✓				
Outdoor					
Resource	Remove	Slim down	Rotate	Clean	Discard
Sand pit	✓				
Dressing up (hats, bags, fire-fighters)	✓				
Bikes		✓		✓	
Large wooden blocks					
Tyres (large & small)				✓	
Small world plastic (animals, dinosaurs)		✓		✓	
Small world wooden		✓	✓		
Moblio				✓	
Babies		✓		✓	
Outdoor house – furniture (wooden)		✓		✓	
Outdoor house – furniture (plastic)		✓		✓	
Plates, cups etc		✓		✓	
Toy food - plastic		✓		✓	
Water tray				✓	
Water tray resources (fish, nets, ducks)		✓		✓	
Water tray – plastic bottles and containers					✓
Guttering				✓	
Watering cans				✓	
Plant pots		✓		✓	
Mud kitchen - furniture		✓		✓	
Mud kitchen – pots and pans		✓		✓	
Outdoor chairs - plastic				✓	
Den building resources – Geo shapes		✓	✓		
Seating areas		✓		✓	
Carpet tiles			✓		
Astro turf – mat/cable reel				✓	
Cable reels				✓	
Maths resources – numbers, timers		✓		✓	
Train set (wood)		✓	✓		
Buggies & prams		✓	✓		

Crates		✓		✓	
Aprons				✓	
Shopping area – Real objects e.g. boxes and tubs		✓	✓		

- Water tray in each outdoor zone with antibacterial washing-up liquid daily
- Large & smaller tyre sand-pit to remain covered. All resources to be removed from this area
- Books to be available each day. 5 sets to be created – Mon to Fri and rotated (Monday books just used on a Monday)
- Resources bought in from home by staff eg junk modelling/plastic bottles/playdough to be placed in classroom cupboard and quarantined for 7 days before use.
- All junk modelling used for shops must be rotated and quarantined at the end of each day
- Art & Craft consumable resources to be slimmed down and disposed of at the end of each day and replaced with new for the next session.
- All children must have their own bottle to drink from
- Any bowls or spoons used in the Preschool must be soaked in Milton after use