

Catalyst Academies Trust	RISK ASSESSMENT FORM						
Location/Site: EYFS Dell Setting Quarry Hill Academy			Date of Assessment: 01.06.2020		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"> <li>1. Reduce the number of children in the classroom to enable social distancing (no more than 8)</li> <li>2. Remove excess furniture to increase space if space to do so</li> <li>3. Children keep to their desks when in the room</li> <li>4. Social distancing rules created for and with the children (include instructions how to line up – using colourful PE spots to aid, use of toilet, moving around the classroom etc)</li> <li>5. 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.)</li> <li>6. Visual cues displayed around the classroom/EYFS setting to remind children about social distancing and hygiene rules</li> <li>7. Lessons planned for individual work (not pairings or group work)</li> <li>8. Feedback – mostly verbal sometimes including the use of a large whiteboard and/or visualizer and/or interactive whiteboard not close interaction</li> <li>9. Work and resources are distributed at the start of the lesson in named trays/zippy wallets or from a central collection point, not given out by staff or children</li> <li>10. Mark out an area for the teacher – 2m distancing at front of room</li> <li>11. Mark out pathways to move through the room if practicable</li> </ol>				

			<p>12. Children to use same desk if returning next day</p> <p>13. Teachers/ LSAs are assigned to these children and stay with these children throughout the day (<i>and on sub-sequent days</i>)</p> <p>14. Children stay in the classroom/designated outdoor space for majority of the session and do not mix with other groups</p>				
<b>Lack of social distancing using toilets and poor hygiene</b>	resulting in direct and indirect transmission of the virus		<p>1. One child allowed to go to the toilet at a time</p> <p>2. Allocated toilets for different groups of children</p> <p>3. Children regularly reminded of good hand hygiene (through visual displays and from staff) and soap is available at all sinks</p> <p>4. Extra signs in toilet re washing hands</p> <p>5. Children encouraged to use the toilet before and after any outside play so as to avoid children entering and exiting building multiple times</p> <p>6. Children encouraged to independently change if they have a toileting accident</p>	<p>Extra soap ordered to ensure we do not run out</p> <p>Make extra signs for the toilets/ doors</p> <p>Barriers placed in corridors to avoid children going to other provision</p>			
<b>Lack of social distancing waiting to enter classroom in morning</b>	resulting in direct transmission of the virus		<p>1. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart as more than one person</p> <p>2. Allocated gate for children to arrive and leave from</p> <p>3. Instructions shared re social distancing between families in the morning with parents and children</p> <p>4. Signage for parents and children displayed outside the classroom</p> <p>5. SLT to be on duty to supervise and remind parents of expectations where necessary</p> <p>6. Staggered drop off and pick up times across the Reception year group</p> <p>7. Upon entering the classroom, children to use the hand sanitisers.</p>				
<b>Lack of social distancing during playtimes and lunchtimes</b>	resulting in direct transmission of the virus		<p>1. Year group accessing half days &amp; do not stay for lunch/ will eat in class as increase to full days</p>				

<p><b>Lack of social distancing in the corridors</b></p>	<p>resulting in direct transmission of the virus</p>		<ol style="list-style-type: none"> <li>1. Children staying in their classroom and accessing outside from classroom door</li> <li>2. Messages to office via mobile phones/ email</li> <li>3. When moving from indoor to outdoor provision – 2 metres between children (use of coloured PE spots to aid)</li> </ol>	<p>Barriers placed to separate corridors and different provisions</p>			
<p><b>Contact of shared resources</b></p>	<p>resulting in indirect transmission of the virus</p>		<ol style="list-style-type: none"> <li>1. Children to have trays of resources (labelled with their name on)</li> <li>2. Children have a tray on the desk that contains any work and resources that may be needed for the day</li> <li>3. Resources washed in Milton each night and left to dry if not same person using them the next day</li> <li>4. Tables, door handles and other surfaces cleaned with appropriate cleaning product between sessions</li> <li>5. Lessons planned so resources are individual and not shared – or on white board</li> <li>6. Resources on tables ready for lesson and not distributed within the lesson</li> <li>7. Trays used for individual resources</li> <li>8. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> <li>9. Staff will not handle sheets or other resources children have touched unless necessary. They will wash their hands thoroughly after touching any items</li> </ol>	<p>Packs of labelled stationary</p>			
<p><b>Emotional distress of the children</b></p>			<ol style="list-style-type: none"> <li>1. Children to have class teacher and/ or LSA (if possible under vulnerable staff guidance) in the first instance</li> <li>2. Small numbers of children (8-1) to support their emotional need</li> <li>3. Reduced time in school to ensure transition is successful from home to school</li> <li>4. Daily PSHE curriculum that supports emotional well-being, worries and fears</li> <li>5. The structure of the day and routines explained clearly by staff to reduce anxiety</li> <li>6. Social stories prepared for those children that may require it and/or all the children on retuning if appropriate</li> </ol>				

<p>Emotional distress of the staff – including anxiety and workload</p>			<ol style="list-style-type: none"> <li>1. Sharing of risk assessment - hazard identification and control measures</li> <li>2. Support from SLT/ Well-being team if needed</li> <li>3. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>4. Sharing of support helplines</li> <li>5. At least one SLT member of staff on site every day for staff to share concerns with</li> <li>6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>7. Designated “staff areas” areas for different groups of staff – rota for staff room to be adhered to if needed</li> <li>8. Planned time for planning and preparation within the week esp for those with children in school</li> <li>9. Teachers who are in daily to minimise online interaction with home learning (Purple Mash)</li> <li>10. Extremely vulnerable staff (Shielding) work from home. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place</li> </ol>				
<p>Risk of spreading virus due to close contact with children – 1:1 and restraint</p>	<p>resulting in direct transmission of the virus</p>		<ol style="list-style-type: none"> <li>1. Read <b><i>Coronavirus (Covid 19) Implementing protective measures in early years and education settings.</i></b></li> <li>2. Masks purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals</li> <li>3. Extra disposable aprons ordered</li> <li>4. Extra gloves ordered</li> <li>5. Some visors also ordered if needed</li> <li>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</li> </ol>	<p>Individual risk assessments to be carried out for children with specific 1:1 needs</p>			

			Pls note the Government guidance states "Wearing face coverings or face masks is not recommended"				
<b>Staff movement around the school</b>	resulting in indirect transmission of the virus		<ol style="list-style-type: none"> <li>1. Offices to be closed</li> <li>2. Only office staff to enter the office</li> <li>3. Maintain 2m distance in staff room.</li> <li>4. Appropriate cleaning materials and wipes to be available in all shared areas.</li> <li>5. Where possible, surfaces which need to be touched should be limited – lids removed from tea/coffee containers for example</li> <li>6. Stay in zoned teaching area in class</li> <li>7. Shared spaces (photocopier rooms, stock cupboards) to have space specific risk assessments shared with staff.</li> <li>8. Staff will be on site only when necessary and will be encouraged to go home promptly (to avoid additional contact with adults)</li> <li>9. Staff must wash their hands before entering a shared area and when leaving</li> <li>10. Staff signing in sheet in foyer of Dell</li> <li>11. Staff allocated a toilet to use</li> </ol>	Appropriate signage to be made and erected Space specific risk assessments of shared areas to be carried out by the individual schools.			
<b>Children/ Staff falling ill and showing symptoms in School</b>	resulting in direct transmission of the virus		<ol style="list-style-type: none"> <li>1. Any child waiting to be collected will be in a room with windows and doors that are opened.</li> <li>2. If they use the toilets, these will be thoroughly cleaned with disinfectant before anyone else uses the area.</li> <li>3. The person who supervised the child, will do the cleaning to avoid unnecessary exposure.</li> <li>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.</li> <li>5. If anyone displays symptoms, parents will be immediately contacted to take their child home.</li> <li>6. All members of that group will be sent home to self-isolate for 14 days.</li> <li>7. Testing of staff who have had contact with that group will be a priority.</li> </ol>				

<p><b>All stakeholders identified as being at increased risk and exposed to COVID-19</b></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"> <li>1.Children and young people (0 – 18 years of age) who have been classed as clinically extremely vulnerable due to preexisting medical conditions are advised to shield.</li> <li>2.Clinically extremely vulnerable children are not expected to be attending school and should continue to be supported at home as much as possible.</li> <li>3.If a child is deemed clinically vulnerable (but not clinically extremely vulnerable), parents MUST follow medical advice provided for their child.</li> <li>4.Identify pupils who are clinically extremely vulnerable and clinically vulnerable.</li> <li>5.SLT to communicate appropriately with their most vulnerable children and health care plans updated where necessary.</li> <li>6.Additional arrangements implemented to support medical needs of pupils who will be attending schools and documented within health care plans.</li> <li>7.Health care plans and arrangements for supporting medical needs of pupils to be communicated to relevant persons only.</li> <li>8.Updated health care plans to be signed by parent / carer.</li> <li>9.Individual risk assessments to be completed for those in specific vulnerable groups if deemed necessary.</li> <li>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).</li> </ol>	<p>Government guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus is available via:  <a href="https://www.gov.uk/government/publications/guidanceonshielding-and-protectingextremely-vulnerablepersonsfrom-covid-19/covid-19-guidanceonprotecting-people-most-likelyto-get-unwell-fromcoronavirusshielding-young-peoples-version">https://www.gov.uk/government/publications/guidanceonshielding-and-protectingextremely-vulnerablepersonsfrom-covid-19/covid-19-guidanceonprotecting-people-most-likelyto-get-unwell-fromcoronavirusshielding-young-peoples-version</a> NHS guidelines outline the criteria for those at higher risk of COVID19, this can be accessed via:  <a href="https://www.nhs.uk/conditions/coronavirus-covid19/people-athigher-risk-fromcoronavirus/whos-athigher-riskfrom-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid19/people-athigher-risk-fromcoronavirus/whos-athigher-riskfrom-coronavirus/</a> 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 Equipment is available at:  <a href="https://www.gov.uk/government/collections/coronaviruscovid-19-personal-protective-equipmentppe">https://www.gov.uk/government/collections/coronaviruscovid-19-personal-protective-equipmentppe</a> HSE guidance related to COVID19 and face-fit testing is available at:  <a href="https://www.hse.gov.uk/news/face-mask-ppe-rpecoronavirus.htm">https://www.hse.gov.uk/news/face-mask-ppe-rpecoronavirus.htm</a></p>			
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