



HILLFIELDS



Nursery School

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Hillfields Nursery School, Coventry City Council

Addendum:

**Covid-19 Operational Risk Assessment -
Additional considerations in respect of
Early Years Foundation Stage**

Planned full re-opening of schools September 2020



Coventry School Partnership: Covid19 Operational Risk Assessment: Additional Considerations for the Early Years Foundation Stage

This guidance and addendum must be read in conjunction with the general Covid19 Risk Assessment tool available to Coventry Schools. That guidance sets out safe systems of working within an all age primary school.

This addendum provides additional considerations, to be taken into account in determining safe methods of working specifically in the early years (Nursery, reception and Year 1)

It is designed to integrate with the whole school risk assessment and is therefore additional to, not instead of and will enable you to review and track your individual readiness to reopen your nursery or early years setting in line with COVID-19 requirements.

The EYFS sections cover:

1. **Social distancing practicalities**
2. **Personal, Social and Emotional Development**
3. **Quality of education**
4. **Hygiene and Staying Safe in the context of the EYFS**
5. **Additional (left blank for you to fill in)**

Within each section some initial risks and some possible actions that could be taken to control or mitigate the risks have been pre-populated for you. However, these are only **initial suggestions** and it is vital that you **tailor** this risk assessment by **amending / adding to these** as required to ensure you have captured all relevant risk information specific to your setting.

Useful Links:

<p>Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</p> <p>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</p> <p>Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</p> <p>Actions for schools during the coronavirus outbreak</p> <p>Coronavirus (COVID-19): implementing social distancing in education and childcare settings</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stagecoronavirus-disapplications</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-youngpeople/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people#attendance-expectations-andencouraging-attendance</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</p>	<p>Coronavirus (COVID-19): guidance for educational settings</p> <p>COVID-19: cleaning in non-healthcare settings</p> <p>Covid-19-decontamination-in-non-healthcare-settings</p> <p>staying at home and away from others (social distancing)</p> <p>Health and safety risk checklist for classrooms</p> <p>E-bug posters</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings</p>
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Model COVID-19: Operational risk assessment for school reopening: EYFS Considerations

Please note: This risk assessment has been undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 18th May 2020 and 24th May 2020 for Early Years Guidance.

Assessment conducted by:	Fiona Brinson	Job title:	Head Teacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	09/07/2020	Review interval:	Monthly (more regularly if government advice changes for local changes)	Date of next review:	07/09/2020

Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
Planning for availability of places		<ul style="list-style-type: none"> All children in Nursery are eligible to attend. Where possible staff to stay together consistently and do not mix or blend with other groups Where provision is sessional ensure sufficient time is allowed between every session for cleaning Resources that are not easily cleaned to be set for morning and afternoon sessions Plan mid-week and end of week deep cleaning 	Yes, based on current staffing	If there is a partial lockdown we will prioritise critical workers, vulnerable and then Nursery 2 year group.	
Safety at the beginning and end of session / school day		<ul style="list-style-type: none"> Pupils to come straight into school through a pre-determined entrance relevant to the schools EYFS context in which children need to be handed to an adult as a safeguarding control 	yes	Regular school entrance is a bottle neck, use a one-way system opening up outer gates. Different entrance and exit will allow for a socially distanced flow. Handsantiser to be at each entrance Staggered entry times	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools – EYFS addendum

<p>Supporting social distancing in classrooms / learning environment areas</p>		<ul style="list-style-type: none"> • Increase opportunities for outdoor learning • Consider how to manage staggered start and finish times safely for younger children • Support children in using handwashing and toilet facilities throughout the session rather than together • Where there is only one room for the EYFS provision, provide different spaces for different groups of children by arranging furniture in a different way • Where lining up is essential e.g. fire drill, space adults throughout the children. • Clear age appropriate signage displayed in classrooms promoting social distancing see: Clearer for nursery age - Julia Donaldson posters which illustrate https://www.gruffalo.com/activities/activities/posters-of-julia-donaldson-and-axel-scheffler-reim 	<p>Yes</p>	<p>Stagger start and end times parents</p> <p>2 separated sinks available in the areas if more than 1 child needs to handwash at the same time</p> <p>Parents to be asked to hand over children within the garden space.</p>	
<p>Managing at lunch and snack time</p>		<ul style="list-style-type: none"> • Lunch sessions within Orchard classroom, split into groups Staff to supervise a named group. • Children supported to wash hands before and after eating snacks and lunch 	<p>Yes</p>	<p>Handsanitiser available if another member of staff is not available to support handwashing. Staff to support handwashing, 2 separated sinks available</p>	
<p>Understand that some children may struggle with the return to routine and full-time education (almost like a second September start)</p> <p>Understand that some children will find returning to school emotionally overwhelming, or they lack the stamina or resilience to cope well</p>		<ul style="list-style-type: none"> • Provide parents with information prior to the start date so that they can prepare the children e.g. <ul style="list-style-type: none"> ○ Share the structure of the new session with parents ○ Email photographs of the classroom space/outdoor area and the child's keyworker to parents to be shared with the child ○ Encourage parents to begin to structure of the day at home to begin to mirror the routine e.g. getting up at an appropriate time ○ Staff to tailor the provision on offer to meet the needs of the children, including enabling children the opportunity to share their worries and feelings through play ○ A phased timetable, with a clear end date, to be used where children need support in settling back into the school/setting 	<p>Yes</p>	<p>Newsletter to be sent to all parents, letter to be sent out to parents of children who are returning</p> <p>If on the first day the children struggle with the entering, allow them to continue with their parents and do the next step the following day, building up as we would with our settling SEND children to access usual room.</p> <p>Curriculum planning around PSED, bereavement, change</p>	
<p>Understand that some EYFS pupils may have experienced a bereavement in their family during the school's closure</p>		<ul style="list-style-type: none"> • Prior to re-admission, EYFS lead / keyperson encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named key person to support the child • If required, access specialist support for the child and their family 	<p>Parents have been contacted</p>	<p>We are aware of one case of COVID19 with a parent and a death of a family member unrelated to COVID19. Staff have been briefed on these. Since wider opening we have not been made aware of any further bereavement</p>	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools – EYFS addendum

(possibly in relation to COVID-19)		<ul style="list-style-type: none"> Consider the need for training for staff to support children and families Consider the impact of children and family distress on staff, what system is in place for staff to share how they are feeling / coping? 			
Understand that some children with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life		<ul style="list-style-type: none"> Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified Anticipate what support children might need and work with families and colleagues within/beyond the school as needed Place emphasis on school being a positive experience for the child and adapt session times and routines accordingly Review the EYFS behaviour policy to reflect the additional support on offer Ensure all staff understand any changes to the EYFS behaviour policy and can implement these consistently 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"> walk to school and back home each day structure the day at home to begin to mirror the day at school Give some examples of the activities that will be offered so children can look forward to this Email photographs of the classroom space/outdoor area and the child's keyworker to parents to be shared with the child A phased timetable, with a clear end date, to be used where the child needs support in settling back into the school/setting 	yes	<p>Children who returned in June have been supported and so are familiar with the changes. Children returning in September will be supported back following the same process. We will work with each child and family on an individual basis.</p> <p>Letters to be sent out to all families. Returning and New so that they know what to expect.</p> <p>Introductory video link sent to new families so that they are aware of routines. Home visit phone calls will be arranged for the first week of term.</p>	
Understand that some parents may be reluctant to send their child back to school because of the risk of infection and bringing the virus back into the family home		<ul style="list-style-type: none"> 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 Offer support relevant families to get their children back into school 	yes	<p>Letters sent out to all families to set out how we are keeping children and families safe.</p> <p>Administrator and Early Help and Learning mentor to phone families, in line with our attendance policy.</p>	
How do practitioners manage the ongoing learning for children who have been attending? Support those who are		<ul style="list-style-type: none"> The priorities for young children currently are settling, PSED, resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	Yes	<p>As the children settle into nursery we will use a curriculum model as we do at the beginning of the year. This allows for PSED, settling and assessing/ reassessing children's ability against development matters.</p> <p>We will use a start of year baseline for all</p>	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools – EYFS addendum

<p>returning to learning and:</p> <p>compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?</p>		<ul style="list-style-type: none"> • Use observational assessment on re-entry in an efficient, timely manner, to inform next steps. Consider the online learning that children may have engaged in during the school closure. • Timetables and staffing model determined to secure curriculum delivery for class-group size • Gaps in learning are assessed and addressed in teachers' planning because there is a period of time taken to identify what key knowledge and skills are needed. Gaps are unlikely to be closed immediately so adjust planning over coming months to reflect this. • Target those pupils with greatest need of additional support. Put plans for intervention in place for those pupils who have fallen behind in their learning. • Use pupil premium funding / EYPP to provide disadvantaged pupils with more intensive support • Follow the child's interests to develop confidence and engagement in the learning process • Share learning with parents and how they can support at home • Timely assessment of children with SEND linked to their specific targets on return to school, alongside bespoke interventions planned throughout the day and week – whilst always focusing first on settling the child and ensuring emotional well-being 		<p>children, during the first 2 weeks of the year. We will ensure settling is achieved and build on short group times.</p> <p>Planning will reflect what is known from the baseline and observations of children.</p> <p>The learning will be child led with adults supporting with high quality talk, supporting PSED routines/ sharing/ making relationships.</p>	
<p>How do practitioners offer high quality resources to support children's learning</p>		<ul style="list-style-type: none"> • Adapt the learning environment and resources to meet the current level of development, but still ensure sufficient challenge is in place and plan to move this on as children return to the expectations of sustained attention • Remove soft furnishings, soft toys etc and offer resources that are easy to clean after every use • Look at reorganising sets of resources for individual groups to use, or use staggered return approaches to operate a split week • Where possible provide each child with their own resources to use and avoid sharing resources. Look at use of small individual trays for exploring resources • Offer a more limited range of resources within areas of the environment e.g. a few carefully chosen books, a slimmer selection of small world resources • Encourage children to learn outdoors in the fresh air – always cleaning resources after each use and not allowing children to share resources e.g. bikes, balls. 	<p>yes</p>	<p>Learning environment assessed, teams will talk in regular planning meetings about how to add challenge for those children who need extensions.</p> <p>Resources that are not easy to clean between sessions will be swapped for am and pm sessions e.g books, scissors, pencils etc.</p> <p>Between sessions large high traffic areas will be sprayed with a disinfectant and other resources will be wiped or swapped.</p>	
<p>How to support children maintaining regular levels of hand</p>		<p>Practitioners to give handwashing highest priority in the setting:</p> <ul style="list-style-type: none"> • Consider how to make this fun and how to integrate singing and counting. Agree and implement the same routine to build 	<p>Yes and planned for</p>	<p>In the first key groups times we will ensure explicit teaching of handwashing. Children will be supervised in</p>	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools – EYFS addendum

<p>washing/hygiene</p>		<p>understanding</p> <ul style="list-style-type: none"> • Children to be directed and supported in washing hands/using 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 • Practitioners to model and support regular hand washing opportunities (20 seconds) throughout the daily routine, including before and after food • Practitioners to ensure there are adequate supplies of anti-bacterial hand gel and soap throughout the session 		<p>handwashing at key points, e.g. after they have used the toilet/ had their nappy changed.</p> <p>Adults will model this alongside the children.</p> <p>Practitioners must notify the office manager when they have used supplies from the store so that supplies can be kept on top of.</p>	
<p>When children sneeze or cough, they will spread germs/bacteria</p>		<ul style="list-style-type: none"> • All staff to educate children about the need 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 disinfectant to be available in teaching areas in case a child coughs or sneezes on a piece of equipment • A plentiful supply of tissues will be available at all times in the teaching areas indoor and outside • Lidded bins will be emptied and sanitised during the day as they become full 	<p>Yes and planned for</p>	<p>In the first key group times we will ensure explicit teaching of Catch it bit it kill it.</p> <p>In the area children will be supervised and if they sneeze an adult will lead them through the procedure ending with washing hands.</p>	
<p>How can the school/setting limit the 'surfaces' that are shared between home and school?</p>		<ul style="list-style-type: none"> • Stop sending early learning resources home with children and do not receive any into school • Paper based records of achievement will stay at School • All correspondence out of school to be uploaded to the website and correspondence into school to come via a phone call or e mail • Children will be discouraged from 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>Yes</p>	<p>Learning Journals will be used as a record but not freely accessed by children. Practitioners will keep them updated with observations and new learning. When the journals are being shared with the child this will be adult led within the setting.</p> <p>Letters will all be electronic, text message will be sent out to let parents know it has gone out on studybugs and on website</p> <p>Library sessions will not take place with parents. Each key group will have a small selection of books at a library session. Children will sanitise their hands before choosing a book. The first book they choose will be the one they take home. When they are returned the following week the parents will place them in the library trolley, they will not be used again until the following week.</p>	