

|  |   |  |  |                                   |  |                |                                  |  |
|--|---|--|--|-----------------------------------|--|----------------|----------------------------------|--|
| Catalyst Academies Trust                   |   | <b>RISK ASSESSMENT FORM- EYFS</b><br>Read in conjunction with the whole school risk assessment |  |                                   |  |                |                                  |  |
| Location/Site: EYFS areas                  |   |  | Date of Assessment: 17.07.2020<br>Reviewed and updated 12.4..21  |                                   | Assessor(s): Trust SLT/<br>N.Shadbolt/J.Gill |                | Reference: Aveley Primary School |  |
| Activity/Task/<br>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<br>Staff<br>Families<br>Wider<br>Community  | <ol style="list-style-type: none"> <li>Children will remain in their EYFS 'bubble'</li> <li>Remove excess furniture to increase space if space to do so</li> <li>Social distancing and good hygiene will be discussed with the children (include instructions how to line up, use of toilet, washing hands, playing when in the classroom and outdoors etc)</li> <li>Reminders given and modelled many times a day and linked to school behaviour system.</li> <li>Visual cues displayed around the classroom/EYFS setting to remind children about social distancing and hygiene rules.</li> <li>Carpet sessions will be no longer than 15 minutes. Maximum of 2 whole group sessions (PSED, C&amp;L, phonics, maths or story focus). Children to have allocated 'carpet space'.</li> <li>Resources to be either rotated (ie taken away after use and quarantined for 3-7 days), cleaned thoroughly after each session or thrown away. <b>See Appendix 1</b></li> <li>Resources will not be shared between 'bubbles' unless thoroughly cleaned after use and quarantined for 7 days).</li> <li>Teachers/TAs are assigned to these children and stay with these children throughout the day (<i>and on subsequent days</i>)</li> <li>Children stay in the classroom/outdoor area for the whole session and do not mix with other groups</li> <li>The outdoor area will be accessible for the majority of the session, allowing children and adults additional space and fresh air.</li> <li>During 'free flow', children will be allowed to access resources together but need to be made aware of 'overcrowding' ie no large groups of children playing around the water tray.</li> </ol> |                                   |  |                |                                  |  |

|  |  |   |   |  |  |  |  |
|--|--|---|---|--|--|--|--|
|  |  |   | 13. Adults may need to be in close proximity with children (less than 2m distance) e.g. if a child is distressed. Adults to be mindful of good hygiene such as additional handwashing after such an interaction.  |  |  |  |  |
| <b>Lack of social distancing using toilets and poor hygiene</b>        | resulting in direct and indirect transmission of the virus | Children<br>Staff<br>Families<br>Wider<br>Community | <ol style="list-style-type: none"> <li>1. Two children allowed to go to the toilet at a time.</li> <li>2. Children regularly reminded of good hand hygiene (through visual displays and from staff) and soap is available at all sinks. Handwashing is supervised by an adult.</li> <li>3. Lidded bins are provided by the sinks and toilet areas. The lids will be closed by the child or adult when a paper towel has been disposed of.</li> <li>4. Extra signs in toilet re washing hands</li> <li>5. Children encouraged to use the toilet before and after any outside play so as to avoid children entering and exiting building multiple times</li> <li>6. Children encouraged to independently change if they have a toileting accident</li> </ol>                                  |  |  |  |  |
| <b>Lack of social distancing waiting to enter classroom in morning</b> | resulting in direct transmission of the virus              | Children<br>Staff<br>Families<br>Wider<br>Community | <ol style="list-style-type: none"> <li>1. All staff to wear face coverings at the beginning and end of the school day.</li> <li>2. Markers outside the main entrance for the children and parents to wait – 2 metres apart</li> <li>3. Instructions shared re social distancing between families in the morning with parents and children</li> <li>4. Signage for parents and children displayed at the main entrance.</li> <li>5. SLT to be on duty to supervise and remind parents of expectations where necessary</li> <li>6. Staggered drop off and pick up times</li> <li>7. Markings painted on the floor outside the classrooms to aid children with lining up when coming into school.</li> <li>8. Upon entering the classroom, children to wash their hands using soap.</li> </ol> |  |  |  |  |
| <b>Lack of social distancing during playtimes and lunchtimes</b>       | resulting in direct transmission of the virus              | Children<br>Staff<br>Families<br>Wider<br>Community | <ol style="list-style-type: none"> <li>1. Snack will be available throughout the session but children will have their own water bottles. Only 4 children at the snack table at any one time. Children reminded about not sharing food.</li> <li>2. Adults wash their hands thoroughly before touching food/ drinks.</li> <li>3. Adults to wash cups used thoroughly.</li> </ol>   |  |  |  |  |

|   |   |   |   |   |  |  |  |
|---|---|---|---|---|--|--|--|
|   |   |   | <p>4. Children have individual breakfast and snack pots prepared before school each day to stop children touching each other's food.</p> <p>5. Children to wash hands before snack. Tables to be wiped regularly.</p> <p>6. It is recognised and understood that young children will struggle with social distancing, therefore, adults will support the children in not 'overcrowding' at various resources. Maximum of 3 or 4 children in an area, depending on available space.</p>  | Decide on numbers of children in an area as guidance and to ensure consistency. |  |  |  |
| <b>Lack of social distancing in the corridors</b> | resulting in direct transmission of the virus   | Children<br>Staff<br>Families<br>Wider<br>Community | <p>1. Children staying in their classroom and accessing outside from classroom door</p> <p>2. Messages to office via phones/ email</p> <p>3. When moving from indoor to outdoor provision – 2 metres between adult and children wherever possible. (send children to free-flow, one at a time)</p>  |   |  |  |  |
| <b>Contact of shared resources</b>                | resulting in indirect transmission of the virus | Children<br>Staff<br>Families<br>Wider<br>Community | <p>1. Resources to be slimmed down eg only 4 pairs of scissors per bubble, once set of colouring pens etc to aid cleaning at the end of each session</p> <p>2. Children to wash their hands at regular intervals throughout the session and between using resources</p> <p>3. Resources to be either rotated (with a 3 to 7 day quarantine), washed or thrown away at the end of each session in preparation for the next day. <b>See Appendix 1</b></p> <p>4. Resources will not be shared between 'bubbles', unless thoroughly cleaned and quarantined for 7 days).</p> <p>5. Resources washed or sprayed in Milton or another suitable disinfectant each night and left to dry at the end of each session</p> <p>6. Tables, door handles and other surfaces cleaned with appropriate cleaning product between sessions</p> <p>7. Children encouraged to wash hands at regular intervals</p> <p>8. Staff will wash hands at regular intervals throughout the session.</p> |   |  |  |  |
| <b>Emotional distress of the children</b>         |   | Children<br>Staff<br>Families                       | <p>1. Children to have class teacher and LSA.</p> <p>2. Communication between school and parents regarding the organisation of the return.</p> <p>3. Videos made that show the reception and nursery areas and introduce staff.</p> <p>4. There will be a heavy focus on the Unique Child, Characteristics of Effective Learning, Leuven Scales of Well-being and the Prime Areas of learning.</p>  |   |  |  |  |

|  |  |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
|  |  |  | 5. The structure of the day and routines explained clearly by staff to reduce anxiety<br>6. Social stories prepared for those children that may require it and/or all the children on retuning if appropriate |  |  |  |  |
|--|--|--|---|--|--|--|--|

### 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       |        | ✓         |  |        |       | ✓       |
| Connect straws                |        |           |  |        | ✓     |         |
| Marble run                    |        |           |  | ✓      |       |         |
| Board games                   |        |           |  | ✓      |       |         |
| Puzzles                       |        |           |  | ✓      |       |         |
| Maths resources               |        | ✓         |  |        | ✓     |         |
| Toy cars                      |        | ✓         |  | ✓      |       |         |
| Train track                   |        | ✓         |  | ✓      |       |         |
| Playdough                     |        |           |  |        |       | ✓       |
| Playdough resources           |        | ✓         |  | ✓      |       |         |
| Shells                        |        |           |  | ✓      |       |         |
| Pine cones                    |        |           |  | ✓      |       |         |
| Threading resources (plastic) |        |           |  | ✓      |       |         |
| Threading resources (wooden)  |        |           |  | ✓      |       |         |
| Scissors                      |        | ✓         |  |        | ✓     |         |
| Pencils                       |        | ✓         |  |        | ✓     |         |
| Pens                          |        | ✓         |  |        | ✓     |         |
| Chalk                         |        | ✓         |  |        |       | ✓       |
| Dinosaurs                     |        | ✓         |  |        | ✓     |         |
| Tap-a-shape                   |        |           |  | ✓      |       |         |
| 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)                        |        |           |  |        | ✓     |         |
| Woodwork area                                | ✓      |           |  |        |       |         |
| 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                     |        |           |  |        | ✓     |         |
| Climbing frame                               | ✓      |           |  |        |       |         |
| Den building resources – tarps, pegs, canes) |        | ✓         |  | ✓      |       |         |
| Seating areas                                |        | ✓         |  |        | ✓     |         |
| Large wicker numbers                         |        |           |  | ✓      |       |         |
| Gazebo                                       |        |           |  |        | ✓     |         |
| Carpet tiles                                 |        |           |  | ✓      |       |         |
| Astro turf – mat/cable reel                  |        |           |  |        | ✓     |         |

|                                   |   |   |  |   |   |  |
|-----------------------------------|---|---|--|---|---|--|
| Cable reels                       |   |   |  |   | ✓ |  |
| Maths resources – numbers, timers |   | ✓ |  |   | ✓ |  |
| Train set (plastic)               |   | ✓ |  |   | ✓ |  |
| Buggies & prams                   |   | ✓ |  | ✓ |   |  |
| Digging area – spades, bricks     |   | ✓ |  |   | ✓ |  |
| Crates                            |   | ✓ |  |   | ✓ |  |
| Crate trolley                     | ✓ |   |  |   |   |  |
| Aprons                            |   |   |  |   | ✓ |  |
|                                   |   |   |  |   |   |  |

- Water tray in each outdoor zone with antibacterial washing-up liquid daily
- Microwave & toaster to be removed from mud-kitchen
- Large sand-pit to remain covered but can be used for seating/stage
- Climbing frame to be cordoned off
- 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.
- 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.