

Catalyst Academies Trust		<b>RISK ASSESSMENT FORM- EYFS</b> Read in conjunction with the whole school risk assessment							
Location/Site: EYFS areas			Date of Assessment: 17.07.2020		Assessor(s): Trust SLT		Reference: Aveley Primary School		
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>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 Staff Families Wider 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 Staff Families Wider Community	<ol style="list-style-type: none"> <li>1. Markers outside the main entrance for the children and parents to wait – 2 metres apart</li> <li>2. Instructions shared re social distancing between families in the morning with parents and children</li> <li>3. Signage for parents and children displayed at the main entrance.</li> <li>4. SLT to be on duty to supervise and remind parents of expectations where necessary</li> <li>5. Staggered drop off and pick up times</li> <li>6. Markings painted on the floor outside the classrooms to aid children with lining up when coming into school.</li> <li>7. 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 Staff Families Wider 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> <li>4. Children will have whole pieces of fruit/ bags of raisins etc. to avoid the need for adults to touch the snack.</li> <li>5. Children to wash hands before snack. Tables to be wiped regularly.</li> </ol>				

			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.	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 Staff Families Wider Community	<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 phones/ email</li> <li>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)</li> </ol>				
<b>Contact of shared resources</b>	resulting in indirect transmission of the virus	Children Staff Families Wider Community	<ol style="list-style-type: none"> <li>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</li> <li>2. Children to wash their hands at regular intervals throughout the session and between using resources</li> <li>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></li> <li>4. Resources will not be shared between 'bubbles', unless thoroughly cleaned and quarantined for 7 days).</li> <li>5. Resources washed or sprayed in Milton or another suitable disinfectant each night and left to dry at the end of each session</li> <li>6. Tables, door handles and other surfaces cleaned with appropriate cleaning product between sessions</li> <li>7. Children encouraged to wash hands at regular intervals</li> <li>8. Staff will wash hands at regular intervals throughout the session.</li> </ol>				
<b>Emotional distress of the children</b>		Children Staff Families	<ol style="list-style-type: none"> <li>1. Children to have class teacher and LSA.</li> <li>2. Communication between school and parents regarding the organisation of the return.</li> <li>3. Videos made that show the reception and nursery areas and introduce staff.</li> <li>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.</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>				

## 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.