

COVID 19: Risk Assessment: Practicalities Plan – November 2020

Social Distancing

Issue / Risk?	Actions Needed / Points to consider	Success Criteria	COST
If Government maintain social distancing rules, issues that may arise in school:			
Number of children / people in school at one time	<ul style="list-style-type: none"> All children to attend No parents on site unless essential Health and Safety check of building completed and discussed with all staff and governors No workshops etc with external agencies unless essential Contractors out of school hours / weekends (during school time only if essential and with masks) 	<p>A limited number of people on site will reduce infection rates and cases of the virus.</p> <p>The nursery will operate as a bubble</p>	0
Drop off and collection times	<ul style="list-style-type: none"> Reduce number of parents/ carers on site – one adult only to bring children to school and to drop off at designated door Parents and staff to wear masks at the door and keep a 2 metre distance whilst queueing. Collection from designated gate exercising social distancing rules Encourage parents to vacate area as soon as child has been collected Implement one way system down path, exiting via carpark Prevent use of buggy park unless essential / pre-arranged with staff Flexible drop off and collection times (8.30am-9am and 3pm-3.30pm) 	<p>A limited number of people on site will reduce infection rates and cases of the virus.</p> <p>Parents and children / staff may feel more reassured if we attempt to enforce social distancing</p>	0
Parents	<ul style="list-style-type: none"> Preference to call office or email rather than face to face contact Maintain email addresses for parents to email keyworkers with general enquiries. Parents can call office to ask a key worker to call back rather than after nursery Parent consultations by phone calls, if a face to face meeting is required to use the family room with masks, disinfect chairs after. Online parent workshops No whole school singing Parents are kept up to date with guidance and schools / nursery expectations Key messages in line with government guidance are reinforced via email / text / nursery website 	<p>Minimise face to face conversation in order to promote social distancing resulting in less spread of the virus on the school site.</p>	0
Lunchtimes	<ul style="list-style-type: none"> Lunch in family room – consistent lunch time staff 	<p>Less chance of virus spreading in a confined space.</p>	0

	<ul style="list-style-type: none"> • Staff lunchtimes / breaks – ensure social distancing rules maintained as far as possible • Guidance in relation to packed lunches has been sent to parents – staff ensure there is no cross contamination of containers between children’s packed lunches 		
Meetings	<ul style="list-style-type: none"> • Limiting longer staff meetings – if needed then in largest classroom / outdoor area so can social distance • Reducing group numbers were possible • Focus on well-being and mental health of staff and children • Governor meetings –virtual wherever possible/ if at school – social distancing and masks in place 	Limited number of people in a confined space will reduce the spread of infection and risk of catching C19	0
Visitors / Contractors	<ul style="list-style-type: none"> • Limit visitors to site • Visitors will not enter the site if they have shown symptoms or have returned from abroad and are required to self isolate within the last 14 days • Essential visitors only - complete disclosure form and wear masks • Hand sanitiser on entry • Signage to be displayed clearly around the school eg ‘no go areas’ ‘please keep 2 metres apart’ ‘no parents beyond this point’ 	A limited number of people on site will reduce infection rates and cases of the virus.	0
PPE recommendations	<ul style="list-style-type: none"> • Government guidelines are - not recommended nursery pupils / staff wear PPE unless direct intimate care is needed / dealing with a child/adult with symptoms • Availability of PPE for staff to wear if they wish (nursery decision) 	Reduced spread of infection and risk of catching C19	£324
Toileting / changing nappies	<p>Limit number of children in toilet area</p> <ul style="list-style-type: none"> • 20 second hand washing after each visit • Additional cleaning • Staff to wear PPE when nappy changing (gloves, aprons) • Changing table and area disinfected thoroughly after each use • After the morning session staff to spray toilet seats, flush and taps with antibacterial spray 	Limited number of people in a confined space will reduce the spread of infection and risk of catching C19	0
Small rooms	<ul style="list-style-type: none"> • Close off smaller rooms / storage that will not be in use – display signage in areas. Limit each area to 1 person at a time. 	Limited number of people in a confined space will reduce the spread of infection and risk of catching C19	0

<p>Extra cleaning and sanitisation will be required to ensure the site is as safe as possible</p>	<ul style="list-style-type: none"> • 2 cleaners on site daily focus on disinfecting door handles and hard surfaces. • Extra deep clean to be arranged if notified of positive case of C19 • Extra disinfectant, hand sanitiser ordered and available in throughout the school • Deep clean of school every half term 	<p>Reduced spread of infection and risk of catching C19</p>	<p>£18,867</p>
<p>Positive case or symptoms of C19 in whole school community</p>	<ul style="list-style-type: none"> • No parent / child or visitor will enter the site if they have shown symptoms or have returned from abroad and are required to isolate within the last 14 days • If anyone, child or adult, becomes unwell with a new, continuous cough or high temperature they must be sent home and advised to follow guidance for households with symptoms, (self-isolate for 10 days and fellow household members should self-isolate for 14 days). • When waiting for collection child should be moved to an isolated room behind a closed door – PPE should be provided for the supervising adult if 2m distance cannot be applied. Adult should ensure they wash their hand following guidance after being in contact with the child. (Adult does not need to take action for themselves unless they become unwell) • Adults and children displaying symptoms should be encouraged to get tested. • If test is negative they should return to school. • If test is positive, contact department of health and follow advice – this may mean the rest of the group are sent home and advised to self-isolate for 14 days. (Other household members of the class do not need to self-isolate unless they develop symptoms). PHE should be notified of a positive test who will then advise HT • Deep clean to be completed for the areas where contamination has occurred. 	<p>Reduced spread of infection and risk of catching C19</p>	<p>0</p>
<p>People coming into contact with a positive case of C-19</p>	<ul style="list-style-type: none"> • Nursery must ensure that staff and parents understand the NHS test and trace process and how to contact their local Public Health England health protection team. • School will ensure that staff / parents understand that they will to be ready and willing to : <ul style="list-style-type: none"> * book a test if they are displaying symptoms * they must not come into school if they have symptoms * provide details of anyone they have come into close contact with if they test positive * self isolate if they have been in close contact with 	<p>Government and NHS test and trace processes are followed.</p>	

	<p>someone who has tested positive for C-19</p> <ul style="list-style-type: none"> If the school has a confirmed case we will close, as considered one bubble and work closely with Public Health England 		
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COVID 19: Risk Assessment: Practicalities Plan			
<i>Oversight of the Governing Body</i>			
Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
When children return in a transitioning year group, issues that need to be considered:			
<p>Lack of governors oversight during c19 crisis leads to the school failing to meet statutory requirements</p>	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms Governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation The Headteacher report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school response to C-19 	<p>GB is satisfied that the school has met the statutory requirements</p>	<p>0</p>

COVID 19: Risk Assessment: Practicalities Plan

Staff well being

Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
When staff return to school, issues that may arise:			
Staff shortages due to illness/track and trace alerts and self-isolation / quarantine	<ul style="list-style-type: none"> • Staff are expected to be at work, DHT to discuss travel arrangements with staff due to quarantine guidance for some travel spots • Staff to inform leadership team if they receive NHS alert to self-isolate (track and trace) • If one adult in the bubble must self-isolate –other adults within the nursery group bubble take responsibility of bubble. • If the nursery staff ratio cannot be met then the nursery will close – parents alerted by text. • There should always be 1 person in the office – senior staff will cover in the short term – however if absence continues the situation will be reviewed after 5 days. Highly likely that school will need to be closed if SLT / office bubble have a positive case. • Admin team to work in isolation as much as possible • Ensure safe staffing levels at all times – member of teaching staff (DSLs), will be available each day. SENCO available on site / on the phone. • In the event of DHT illness (unrelated to COVID) /self-isolation (track and trace) –senior teacher leads school for no more than 10 working days. Chair of Governors to be informed of HT/DHT absence. HR/LA advice to be sought if HT/DHT unable to lead school for longer than 10 days. • Staff with particular vulnerabilities (pregnant women, those with diabetes, asthma, etc) are advised to follow clinical guidance. Individual risk assessments completed, alongside vulnerable staff. 	<p>Staff will be motivated; morale will be as high as it can be.</p> <p>The school community will begin to be rebuilt.</p> <p>Staff feel well supported during the return period and confident returning to some sort of normality.</p>	0
Black, Asian and minority ethnic (BAME) staff and increased risk of C-19	BAME staff are particularly at risk and the NHS has specifically identified the importance of risks assessments for BAME staff. Leaders are aware that there is an officially acknowledged high and disproportionate number of deaths in BAME people due to Covid '19 and follow guidance on risk mitigation across the setting:	Black, Asian and minority ethnic (BAME) staff are aware of increased risk of C-19	

<p>Anxiety amongst staff team re C-19 / low morale</p>	<ul style="list-style-type: none"> • Leaders hold confidential, individual Supervision meeting discussions with members of staff and reassure them and deal with any specific concerns. They reassure them and deal with any specific concerns, with particular focus on BAME staff, those travelling on public transport, those who have child care / carer responsibilities, single parents, clinical vulnerable part-time staff and staff with disabilities including mental health issues relating to stress and anxiety • Leaders will be available to discuss any staff concerns and will seek further advice where necessary. • Focus will be on well-being for staff • Signpost staff to free counselling through the educational support line • Leaders will be aware that some staff members may have experienced difficult circumstances at home during the lockdown period • Staff spreadsheet updated continuously regarding staff who are shielding / lives with vulnerable / shielding / anxiety, follow government guidance/clinical advice. 	<p>Staff will be motivated; morale will be as high as it can be. The school community will begin to be rebuilt. Staff feel well supported during the return period and confident returning to some sort of normality.</p>	<p>0</p>
<p>Staff / Governors need to be aware of the stress that HT / senior leaders have faced and need to be considerate. Many HT / senior leader have had to make some very difficult decisions and have had to respond to a range of government guidance</p>	<ul style="list-style-type: none"> • Governors will support the well-being of Headteacher and Senior Leaders • Governor meetings will be virtual • Check in calls for support to HT / Senior Leaders • Governor reports will be streamlined as leaders need to be focussing on rebuilding the school community 	<p>HT / senior leaders will feel supported and there will feel as motivated and energised as is possible under the circumstances.</p>	<p>0</p>
<p>Preventative measures may need monitoring and adapting as situations change</p>	<ul style="list-style-type: none"> • The school appoints 2 competent people to ensure that the preventative measure are meeting health and safety duties. (H&S governor-TBC, and Business Manager- MH) 		

COVID 19: Risk Assessment: Practicalities Plan

Expectations and routines

Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
Issues that may arise:			
The expectations of the nursery, particularly learning and self-regulation are consistent through co-regulation	<ul style="list-style-type: none"> • Ensure behaviour and learning expectations are consistent • Remind children and staff about how to speak to each other, how to treat each other • Leaders find time to talk to children, reminding them of expectations and emphasising the nursery being a safe environment where they are loved and cared for • Focus and emphasis on respecting each other 	Children have a good understanding of the expectations in the nursery Children and staff know what is expected of them and feel cared for. Attitudes to learning are positive and support children's self-regulation	0 0
Sleep patterns, routines, eating etc will have been disrupted during the lockdown	<ul style="list-style-type: none"> • Routines and expectations have been set, ensuring that the vast majority of children will feel secure and will know what is expected of them. • Extra snack times have been introduced • Remind children of regular use of the toilet • Areas will be available if children require a time-out rest 	Routines are in place Children will not be hungry during the session	£100
Cross contamination	<ul style="list-style-type: none"> • Children will be supervised when getting a drink of water • Limit the amount of personal items / toys to be brought in from home • No bags (other than a spare clothes bag) are to be brought into school 	Minimal risk of cross contamination	0
Maintaining the highest level of hygiene	<ul style="list-style-type: none"> • Children to wash their hand on arrival to nursery and they use hand sanitiser when they leave nursery • Tables to be regularly disinfected • Good respiratory hygiene will be maintained using Catch it, Bin it, Kill it, to be adhered to – lidded bins in all areas of the schools and tissues available to all • To ensure sufficient hand sanitiser stations in all areas of the school • Frequently touched surfaces will be disinfected regularly (– more than normal) • Messy play resources are refreshed each session • Where appropriate toys are kept separate for the morning and afternoon sessions and additional cleaning is in place. 	Minimal risk of cross contamination	£430

	<ul style="list-style-type: none"> Any resources taken or bought in from home will be quarantined for 72 hours before being re-used. 		
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<i>Child Mental Health</i>			
Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
Issues that may arise in relation to their mental health:			
Children may find being around large groups of people difficult, frightening and overwhelming	<ul style="list-style-type: none"> Provide opportunities for children to talk about any worries and anxieties. Calm, quiet time out areas Keep noise levels as low as possible in class – ear defenders available where necessary Staff continuously remind children of the quiet spaces available 	<p>Lunchtimes are orderly and calm.</p> <p>Quiet places in the nursery and in the garden</p>	0
Children will have been with their parents / family members for extended periods of time and may find it difficult to separate from them	<ul style="list-style-type: none"> Story time to address issues which are important for children at this time, focus on separation and security Staff should reassure children that their parents are safe. 	<p>Children feel minimum separation anxiety</p> <p>Children will seek comfort from familiar adults when they are feeling insecure or anxious.</p>	0
Relationships will need to be rebuilt, in the event of self-isolation or nursery closure	<ul style="list-style-type: none"> Support children to play together and build relationships. Remind children to focus on kindness and respect. 	<p>Children will play appropriately alongside others, accepting the needs of others, sometimes with support.</p>	0

COVID 19: Risk Assessment: Practicalities Plan

Curriculum

Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
Issues that may arise in relation to the curriculum:			
Consider how we adapt the curriculum, as the situation evolves	<ul style="list-style-type: none"> • Focus on the well-being of children (PSED), their security, confidence, children’s concerns and worries and relationships. • Focus on Communication and Language (CL) to enable children to vocalise their thoughts and feelings. Staff will be aware of children’s body language and non-verbal communication • Staff will observe children and make informal assessments of children’s mental health and well-being / learning 	The curriculum will suit the needs of our children at this time	0
In the event of a nursery closure or individual child having to self-isolate then home learning will be in place	<ul style="list-style-type: none"> • Remote learning policy and self-isolation packs outlines procedures and home learning provided. 		0

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Safeguarding

Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
Issues that could arise in school in relation to Safeguarding:			
<p>It is important to be aware that some children may well have experienced abuse or witness DV during the lockdown. (We know there has been a significant rise in DV).</p>	<ul style="list-style-type: none"> • Staff engage in active listening giving children opportunities to talk about their experiences throughout the day. • Ensure there is a high focus on children creating a safe environment • Create safe spaces for children to talk about their experiences • Ensure that all children have access to trusted adults who are trained to listen and respond effectively – increased use of family counsellor • All staff to receive extra safeguarding briefing on how to respond to disclosures • Be aware that it may take some children a long time to disclose or reveal any abuse • Leadership team email to remain accessible to all parents / carers to alert school if they are in need of support 	<p>Systems are well established to deal with issues of disclosure</p> <p>Safe environments have been established as a matter of priority</p> <p>Children have been provided with a member of staff to talk to that they feel comfortable with about any issues that concern them</p>	0
<p>It is important that we are alert to children who may not have come under the radar before, and be aware that some may have suffered significant harm during this time.</p>		<p>All staff have received extra safeguarding briefings so they are very alert to certain issues</p> <p>Staff are alert to any changes of behaviour in individuals</p> <p>Support available for families facing difficulties.</p>	0
Attendance	<ul style="list-style-type: none"> • Some parents may choose/not be able not to send their child to nursery. - Welfare calls will be made to those children not in nursery (due to shielding etc). More frequent for vulnerable children/children under social care. • Remote learning policy and self-isolation packs outlines procedures and home learning provided. • Staff ensure that they speak with the child when they are on the phone (or hear them talking in the background). Staff will call back if the child is not available. 	<p>All children will be accounted whether at home or nursery – safeguarding procedures followed</p>	0

High Risk, Medium Risk Low Risk

Children / staff may have experienced a bereavement	<ul style="list-style-type: none"> • Provide opportunities for children to talk about any worries and anxieties. • Staff may access the free MindEd Learning platform for professionals which includes a C-19 staff resilience hub with materials on peer support, stress, fear, trauma and bereavement. • Alleviate any worries about any children that are not in school – they are ok and safe • Be transparent and direct when talking about bereavement – follow Bereavement Policy 	Staff are fully prepared to support any individual who has lost a member of their family or friends	0
We need to be aware that any illness of family members / friends will become a source of anxiety for children			0

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<i>Special Education Needs</i>			
Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
Those with SEND may have additional issues:			
The impact of all these issues may be even greater with children with SEND.	<ul style="list-style-type: none"> • To be aware that children with SEND may have experienced considerable anxiety and difficulties whilst at home and will need extra support and time to adapt to new routines and changes. • Expectations and routines should be constantly reinforced, reassuring children • Adaptations / special arrangements to routines may need to be considered • Behavioural Support Plans consider the current situation. • If children cannot follow instructions to be safe in the current situation, parents will be called to collect the child. E.g. constant need for positive handling, spitting, licking resources 	<p>Children with SEND settled into nursery routines. They feel happy and safe to be in nursery.</p> <p>Staff are supporting all children to meet the nursery's expectations.</p>	0
			0

COVID 19: Risk Assessment: Practicalities Plan

Transition

Issue / Risk	Actions Needed / Points to consider	Success Criteria	COST
<p>New starter issues that need to be considered, issues that need to be considered:</p>			
<p>New entrants will not have the usual transition experience and preparation for school.</p>	<ul style="list-style-type: none"> • PowerPoint presentation explaining Nursery School education, curriculum and routines is available on the website • Virtual tour is on the website. • Contact parents to discuss children and their needs. • Contact previous settings which children may have attended, PVI's, pre-schools • Designated area of information on the website • Provide a staggered start for new entrants so that they can settle 	<p>Although the transition program is different this year, parents have been provided with good quality information to enable their child to settle well into nursery life.</p> <p>New entrants are as familiar with their new setting as they can be.</p> <p>Parents are very positive about the preparations the nursery has made to meet their child's needs.</p> <p>The staggered start system worked well to support a positive start for all new entrants</p>	<p>0</p>