|  |  |  |
| --- | --- | --- |
| *Bolton Council Mono RGB 300dpi for templates* | **COVID 19 Early Education & Childcare**  **Support Pack** |  |

Since the government implemented a roadmap towards recovery from the coronavirus (COVID-19) outbreak, welcoming all children back to early years settings, guidance has been developed with advice from Public Health England (PHE) to support this process. This is a PHE-endorsed ‘system of controls’, building on the protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. When implemented in line with a COVID-19 risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

The government makes it clear that early years settings must have risk assessments in place to show that setting leaders and managers have considered the significant risks associated with COVID-19 and communicated this to their teams.

**Guidance is changing constantly, and so it is strongly advised that in order to have the most up to date information, leaders and managers are advised to check the relevant website/links for updates on a regular basis. The Council will endeavour to update this guidance whenever possible. Please ensure that reference is made to the most current guidance and any reference documentation is updated.**

All elements of the system of controls are essential. All settings must cover them all, but the way different settings implement some of the requirements will differ based on their individual circumstances. Where something is essential for public health reasons, as advised by PHE, it is listed as ‘must’. Where there is a legal requirement, this is made clear. Setting leaders will be best placed to understand the needs of their settings and communities, and to make informed judgments about how to balance delivering high quality care and education with the measures needed to manage risk.

Risk Assessments **must**, in the first instance, refer to any current local restrictions:

* [Bolton Local Restrictions: What you can and cannot do](https://www.bolton.gov.uk/coronavirus-support-1/local-restrictions-can-cannot/2?documentId=648&categoryId=20119)

Followed by reference to government guidance, which is updated regularly:

* [Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care)
* [Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)
* [What to do if a child is displaying symptoms of coronavirus (covid-19)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915589/Symptomtic_children_action_list_EARLY_YEARS.pdf).

This document can be used to supplement the processes settings already have in place.

All the documents provided are generic and **must** be developed to suit the needs of each individual setting.

**Document** **One** is a basic compliance checklist, to mitigate the risks that premises are not safe to occupy.

**Document Two** is to be used when setting leaders and managers meet to discuss increasing the number of persons on site. It poses questions relating to a setting environment and considers the plans in place; sections can be added or deleted.

**Document Three** is a generic guidance-based risk assessment. It provides lots of example control measures. Setting leaders and managers will need to add or remove hazards and controls to make this document suitable for purpose.

**Additional support**

For additional support, Bolton Start Well can be contacted on 01204 33 8149 or via email at [StartWell@bolton.gov.uk](mailto:StartWell@bolton.gov.uk).

**Document One – Generic Compliance Checklist**

**Compliance - introduction and action needed.**

Initial checks are essential to confirm the current situation and any action needed to ensure the premises and equipment on site are safe to use.

This may include liaising with any premises’ management staff (e.g. Facilities Manager or Caretaker) or contractors to establish the current situation and previously completed compliance checks. Record any advice or action needed in the table below and consider contingency planning.

The table can be completed to capture:

* The checks you are completing to keep your site safe.
* Statutory checks, when they might need completing, any delays and the action needed when your site prepares to reopen.

The table lists the main compliance areas for a business/educational site. It is generic in nature and will need developing to suit individual settings

| **Compliance area and sub-topics** | **DATE completed** | **DATE**  **due** | **CONTRACTOR used by your business area** | **PHONE No** | **HOW OFTEN does task need completing** | **REMARKS**   * **why there might be any delay** * **action to be taken prior to site reopening** |
| --- | --- | --- | --- | --- | --- | --- |
| **Fire Safety** | | | | | | |
| **Fire risk assessment in place?** |  |  |  |  |  |  |
| **Fire alarm panel checked/serviced?** |  |  |  |  |  |  |
| **Fire extinguisher servicing up to date?** |  |  |  |  |  |  |
| **Fire alarm checks up to date?** |  |  |  |  |  |  |
| **Emergency lights checked?** |  |  |  |  |  |  |
| **Call points checked?** |  |  |  |  |  |  |
| **Means of escape, fire doors, housekeeping checked?** |  |  |  |  |  |  |
| **PEEPS for those that need them?** |  |  |  |  |  |  |
| **Changes to any evacuation or Invacuation procedures recorded and communicated** |  |  |  |  |  |  |
| **Compliance area and sub-topics** | **DATE completed** | **DATE**  **due** | **CONTRACTOR used by your business area** | **PHONE No** | **HOW OFTEN does task need completing** | **REMARKS**   * **why there might be any delay**   **action to be taken prior to site reopening** |
| **Building condition visual check** | | | | | | |
| **Internal completed, findings recorded, and issues acted upon?** |  |  |  |  |  |  |
| **External completed, findings recorded and acted upon?** |  |  |  |  |  |  |
| **Electrical safety** | | | | | | |
| **PAT testing up to date?**  [**HSE Guidance**](https://www.hse.gov.uk/electricity/faq-portable-appliance-testing.htm) |  |  |  |  |  |  |
| **Fixed appliance tests up to date?**  [**Guidance**](https://emelec.co.uk/5-year-electrical-testing-fixed-wire-test/) |  |  |  |  |  |  |
| **Fixed wire test up to date?** |  |  |  |  |  |  |
| **Gas Safety** | | | | | | |
| **Gas safety check certificate up to date?** |  |  |  |  |  |  |
| **Tree Safety** | | | | | | |
| **Tree Survey up to date? Outstanding work completed?** |  |  |  |  |  |  |
| **Visual inspection of trees and environment before setting reopens – actions recorded** |  |  |  |  |  |  |
| **Legionella** | | | | | | |
| **LRA up to date?** |  |  |  |  |  |  |
| **Temperature checks completed and recorded?** |  |  |  |  |  |  |
| **Non conformities actioned?** |  |  |  |  |  |  |
| **TMV servicing up to date?** |  |  |  |  |  |  |
| **Servicing of boilers in place?** |  |  |  |  |  |  |
| **Flushing of infrequently used outlets recorded - include if full flush of system needed** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Compliance area and sub-topics** | **DATE completed** | **DATE**  **due** | **CONTRACTOR used by your business area** | **PHONE No** | **HOW OFTEN does task need completing** | **REMARKS**   * **why there might be any delay**   **action to be taken prior to site reopening** |
| **Asbestos** | | | | | | |
| **Asbestos survey completed and management plan reviewed annually or more often?** |  |  |  |  |  |  |
| **Are contractors reviewing the survey as they come onto site and signing an asbestos permit to work if they may disturb the fabric of the building** |  |  |  |  |  |  |
| **Site team inspection of asbestos for deterioration prior to opening?** |  |  |  |  |  |  |
| **Minibus** | | | | | | |
| **Minibus MOT** |  |  |  |  |  |  |
| **Minibus safety inspection complete?**  [**Guidance**](https://www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf) |  |  |  |  |  |  |
| **Confirm welfare and first aid provision** | | | | | | |
| **Welfare facilities -soap, paper towels in place?**  **Hand sanitiser?** |  |  |  |  |  |  |
| **Building clean to suitable standards with cleaning materials?** |  |  |  |  |  |  |
| **First aid provisions stocked?** |  |  |  |  |  |  |
| Name(s) of persons completing this table |  | | | Date completed | |  |

**Document Two – Discussion template**

**To be adapted to suit the needs of the setting, This section is a self- checklist and should not be completed as your risk assessment, your controls evidencing you are following current government guidance for C19 should be listed in the risk assessment template below**

|  |  |
| --- | --- |
| **Activity** | **Comments/Issues/Controls & Solutions** |
| How many children will we be able to accommodate safely on the premises at one time? (In line with and meeting the EYFS ratios) How will we come to this figure? |  |
| How will I ensure all Health & Safety/statutory compliance checks are up to date? |  |
| How will we manage children coming to the setting and being dropped off? Reducing face-to-face contact with and between parents and carers –vulnerable/social needs transport. |  |
| How will we get children onto the setting site and into the premises? – consider a specific point if needed. How will the youngest children be supported as they arrive and leave the setting? |  |
| What activities will we deliver and how (including group sizes, cohorts, learning environments, resources that can be reduced) |  |
| How will we manage outdoor play? – consider areas to be used/staff available/children requiring additional support |  |
| How will we manage lunch times – consider the above points- consider areas to be used/staff available/children requiring additional support |  |
| How will we manage children going home – as above, a specific point? |  |
| How will I stop congregating and manage minimal movement around the settings and keeping groups separate – consider out of bounds areas and how this will be controlled |  |
| Do I need to put makings down on the floor or introduce a one-way system, or installing physical barriers to separate groups? |  |
| How will we prepare learning environments, remove items not needed and keep the area as clean as possible? |  |
| How will I support SEND children? |  |
| How will I ensure my cleaning regime is thorough, supports personal care routes such as nappy changing and fit for purpose – consider who to liaise with, asking staff to raise concerns |  |
| How will waste be removed and how frequently? |  |
| What will seating arrangements be – children/staff? |  |
| How will I manage first aid provision? |  |
| How will I manage fire evacuation/invacuation? |  |
| **Activity** | **Comments/Issues/Controls & Solutions** |
|  |  |
| How would I deal with other emergencies – consider needs/availability |  |
| What will my main barriers to social distancing be and how will I manage them? |  |
| How will I liaise with and support staff and others on site? |  |
| How will I communicate with parents? |  |
| How will I manage effective handwashing? |  |
| Am I happy we have sufficient soap or sanitiser on site? |  |
| Will I need specific PPE? How can I ensure I have enough on site? |  |
| Who and how will contractors be managed? |  |
| How will visitors be managed? |  |
| Name of person(s) involved in the discussion |  |

**Document Three- Generic COVID 19 Risk Assessment**

|  |  |  |
| --- | --- | --- |
| *Bolton Council Mono RGB 300dpi for templates* | **COVID 19 Early Years & Childcare Generic Guidance Based Risk Assessment** |  |

This is a generic, guidance-based risk assessment that settings may want to use to help them consider some of the risks that staff and children may encounter on site relating to COVID-19.

Risk Assessments **must**, in the first instance, refer to any current local restrictions followed by reference to government guidance, which is updated regularly.

* [Bolton Local Restrictions: What you can and cannot do](https://www.bolton.gov.uk/coronavirus-support-1/local-restrictions-can-cannot/2?documentId=648&categoryId=20119)

Settings should work through the “**system of controls**”([Infection prevention and control](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#infection-prevention-and-control)), adopting measures to mitigate any risks identified in their assessment, specific to their own setting and in line with the learning and development needs of children in settings. This should include full educational and care support for those children who have special educational needs and disabilities (SEND).

\*If new Government or Public Health England guidance, information or advice is released, this document **must** be amended, as appropriate.

|  |  |  |
| --- | --- | --- |
| **Task/Activity:**  To ensure the processes and procedures of safe site management and organisation are in place during the Coronavirus (Covid-19) outbreak and reviewed regularly. | **Date assessment completed:** | **Review Date:**  Weekly or more frequently if required |
| **Brief Details of Task/Activity:** | Assessment completed by: | **Signature:** |

| **1. What are the hazards?**  e.g. slip/trip hazards, electricity, manual handling, work equipment | 2.Who might be harmed and how?e.g. staff, service users, visitors etc... and likely injury e.g. bruises, muscle strain, fracture, poisoning etc | **3.What are you already doing to control the hazard?** | **4.What further action or additional controls are required**  (if necessary) | **5.Risk rating**  after controls | **6.Action by who** | **7.Action by when** | **8.Date comp-leted** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Setting open without due consideration and procedures put in place** | Staff, children, Visitors, Parents, Cleaning Staff, Vulnerable children and Groups, e.g. pregnant workers/people  with underlying health conditions, children who live with extremely clinically vulnerable adults.    Possible/increase- ed risk of infection | *Many of the controls measures in this section are identified again/expanded upon in the other sections below.*  *This section is aimed at considering how you will prepare your setting to open or to welcome greater numbers of children onto site*  Setting’s leaders and managers to decide how to consistently implement the ‘system of controls’ across the site/premises including:   * how children, parents, staff and visitors arrive, move around and leave the site safely   (example: your finished RA should state children will arrived at x time using x entrance, staggering will be in place (if necessary), you will set out how parents are managed and where access is allowed and not allowed, procedure for visitor management should also be set out )  You should detail all prompts below in this template in the same manner   * how to minimise congregation of children, parents, staff and visitors and identify possible ‘pinch points’ on the site. * any restrictions or control measures to activities (e.g. swimming) * any restrictions/changes to play equipment or learning resources (including soft furnishings, sand, water, malleable resources) and any other identified high risk areas and take action.   [Infection prevention and control](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#infection-prevention-and-control)   * any enhanced cleaning regimes of premises (indoors and outdoors) including frequently touched areas * how to increase ventilation * how to increase outdoor learning, arrangements for lunchtime and break and access to toilets whilst maintaining appropriate social distancing * how to communicate any changes to guidance or procedures to staff, parents and children including updating the setting website. * arrangements for essential visitor management including instructing all persons not to come into the setting if they are displaying Coronavirus symptoms and follow PHE/government guidelines. | Setting’s leaders and managers to set out the actions that have been taken and that the System of Controls are in place and communicated to all parties  Anything that is already in place should be in 3. And not in this section | No risk ratings above C  If after controls you still feel the risk is A or B take advice from your H&S contact |  |  |  |
| **Building compliance checks not completed or the setting site is not sufficiently clean** | Staff, Children, Visitors, Parents, Governors, Cleaning Staff, Vulnerable Children and Groups, e.g. pregnant workers/people  with underlying health conditions    Possible/increase- ed risk of infection/ legal, financial and  reputational risk – not ensuring the building is safe for use | Setting’s leaders and managers   * confirm that compliance and building checks are up to date and recorded and any issues acted upon. * liaise with FM providers or contractors for advice as needed. * decide if any area/s of the setting need intensive cleaning or seek advice from authoritative body if needed. | Ensure documents demonstrating compliance checks are in place. |  |  |  |  |
| **Poor communication with staff parents/visitors** | Staff, Children, Visitors, Parents, Governors, Cleaning Staff, Vulnerable Children and Groups, e.g. pregnant workers/people  with underlying health conditions    Possible/increase- ed risk of infection | Setting’s leaders and managers will   * share and discuss this risk assessment and controls with staff and keep them informed of any changes or updates * share relevant parts of this risk assessment with children, parents~~/~~ visitors and other relevant persons, as appropriate | Establish appropriate communication strategy for both staff and parents/others |  |  |  |  |
| **Cleaning regime not sufficient for needs/numbers on site** | Staff, Children, Visitors, Parents, Governors, Cleaning Staff, Vulnerable Children and Groups, e.g. pregnant workers/people  with underlying health conditions    Possible/increase- ed risk of infection | Setting’s leaders and managers in consultation with any caretaking/cleaning staff implement a cleaning regime and consider:   * [Infection prevention and control](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#infection-prevention-and-control) * What areas will be open for use? * Which areas will be high-contact areas, e.g. toilets, door handles, light switches, telephones, grab-rails in corridors and stairwells? * how bodily fluid cleaning will be managed? * How each area will these be cleaned and how often? * Any arrangements for maintaining cleaning records? * Any arrangements for cleaning playrooms, offices, staffrooms, IT equipment/telephones? * Any removal/restrictions and cleaning of play equipment/resources, soft furnishings, difficult to clean items, how soiled clothing, nappy disposal will be managed and removal of general waste. * Arrangements for cleaning of areas that a symptomatic person has come into contact with. * Arrangements for raising any concerns relating to the cleaning regime. * Staff and children encouraged to use E-bug resources on [E Bug](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) * Arrangements to follow PHE/government guidance on the use of PPE to protect against coronavirus. | Keep cleaning regime under review daily and communicate any changes to all persons. |  |  |  |  |
| **Lack of cleaning products on site** | Staff, Children, Visitors, Parents, Governors, Cleaning Staff, Vulnerable Children and Groups, e.g. pregnant workers/people  with underlying health conditions    Possible/increase- ed risk of infection | Setting’s leaders and managers:   * establish what cleaning products are needed and ensure there is a continued sufficient supply on site. * consider an alternative plan in the event that products are difficult to source. * remind to staff and others that soap and water are the best products to use to maintain clean hands. |  |  |  |  |  |
| **Vulnerable persons brought back on site – setting not following guidelines** | All persons/vulnerable persons  Possible/increase- ed risk of infection, legal, financial and reputation risk for not following government guidelines | Setting’s leaders and managers:   * formulate a policy for staff and children attendance based on medical conditions or personal circumstances as per PHE/government guidelines. |  |  |  |  |  |
| **Too many staff / children / others on site to be able to maintain social distancing** | All persons on site  Possible/increased risk of infection, legal, financial and reputation risk for not following government guidelines | Setting’s leaders and managers:   * formulate a policy of group sizes and premises organisation with reference to PHE/government and DfE guidelines. |  |  |  |  |  |
| **Lack of/poor social distancing (including specific areas)** | Staff, Children, Visitors, Parents, Governors, Cleaning Staff, Vulnerable Children and Groups, e.g. pregnant workers/people  with underlying health conditions    Possible/increase- ed risk of infection | Setting’s leaders and managers determine the number of staff/children that could safely be accommodated in setting daily (using PHE/government and DfE guidance). Consider:   * Which rooms and areas can be used by different groups? * Which activities can resume safely and develop development learning plans. * Toys and resources not shared between groups unless cleaned/ quarantined * Contact Start Well Service or other competent advisors for curriculum support or guidance on relevant issues. * Safe work procedures put in place for congregation areas, developing a one-way system for movement around setting to ensure 2m distancing. |  |  |  |  |  |
| **Lack of support for SEND children or those with other needs** | SEND/ children with additional needs | Setting’s leaders and managers identify:   * children who may need support and ensure personal RA are developed and communicated including emergency procedures and evacuation plan as needed. |  |  |  |  |  |
| **Support given to staff to ensure their wellbeing also**  **dealing with conflict/concerned parents** | Staff and vulnerable groups – pregnant workers and service users, those with underlying health conditions  Possible/increased risk of infection, stress, anxiety for verbal conflict | Setting’s leaders and managers:   * identify which staff who fall into vulnerable groups and offer support as per PHE/government guidelines * Provide opportunities address any wellbeing concerns and promote access to wellbeing support and resources. * Support zero tolerance policy on violence and aggression towards staff. Accident incident reporting procedure to be followed * Ensure arrangements are in place for parents/carers/visitors to communicate with staff via telephone, skype appointment where possible. | Regular communication of wellbeing/mental health information and open-door policy for those who need additional support. |  |  |  |  |
| **Poor hygiene** |  | Setting’s leaders and managers to follow relevant PHE/government guidance relating to hygiene and provide details of arrangements in place including reference good hygiene principles, maintain hygiene supplies and use of PPE. |  |  |  |  |  |
| **Staff/children displaying symptoms of coronavirus during the settings hours** | Staff, Children, Visitors, Parents, Governors, Cleaning Staff, Vulnerable Children and Groups, e.g. pregnant workers/people with underlying health conditions  Possible/increased risk of infection | The setting will follow the Bolton Council Public Health COVID-19 Resource Pack for Early Years and Childcare Providers on managing potential and confirmed cases which has been shared and understood by all staff: [**Bolton; what to do if there is a confirmed case of COVID-19 in an education or childcare setting**](https://www.boltonstartwell.org.uk/news/article/89/bolton-what-to-do-if-there-is-a-confirmed-case-of-covid-19-in-an-education-or-childcare-setting) |  |  |  |  |  |
| **Unable to prepare/service children’s meals and snacks or poor social distancing with staff** | All children on site | Setting’s leaders and managers determine the procedure setting will follow for preparing and providing lunches, this will be considered weekly in liaison with catering staff.  Assessment of dining facilities to ensure that no face to face eating or group mixing occurs |  |  |  |  |  |
| **Inadequate first aid and fire warden provision (including for those with additional requirements)** | Setting does not comply with Regulations (First Aid/RRFSO), unable to provide adequate first aid provision, unable to safely evacuate staff/children with a PEEP (Personal, Emergency, Evacuation Plan) | Setting’s leaders and managers to review current first aid procedures/fire evacuation procedures, taking in account possible reduced staff numbers with reference to latest PHE/government, DfE guidance.  First aiders to be aware of level of PPE for required tasks and aware the different types of protection a mask or visor afford them  [Guidance](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) |  |  |  |  |  |

|  |  |
| --- | --- |
| **CATEGORIES OF LIKELIHOOD** | |
| **Highly Likely** | Expected to happen/reoccur, possibly frequently. |
| **Possible** | Might happen/reoccur at some time depends on circumstances. |
| **Unlikely** | Not expected to happen/reoccur but possible in certain circumstances. |
| **Very Unlikely** | Would only occur in very exceptional circumstances. |

|  |  |
| --- | --- |
| **CATEGORIES OF CONSEQUENCE SEVERITY** | |
| **Catastrophic** | Incident could result in one or more fatalities. |
| **Major** | Major injury resulting in incapacity, hospitalisation >24 hours. |
| **Significant** | Injury requires attention of a Doctor or Hospital treatment or hospitalisation <24 hours. |
| **Minor** | Small cut, bruise, abrasion, basic first aid treatment provided. |
|  |  |
| **Negligible** | Some discomfort, self-help. No treatment required. |

|  |  |
| --- | --- |
| **RISK CLASSIFICATIONS** | |
| **A** | **Unacceptable risk,** requires immediate attention. Work should not be started or continued until the level of risk has been reduced. |
| **B** | **High risk,** requires immediate attention. Control measures must be identified and put into place as soon as possible. |
| **C** | **Medium risk,** requires attention as soon as possible. The risk should be only be tolerated in the short term and only when further control measures are being planned and introduced, Timescales must be short. |
| **D** | **Low risks,** confirm that there are no low/no cost solutions which may eliminate/ reduce the risk further. |
| **E** | **Trivial risk,** no further action required but review at regular intervals to ensure controls remain effective. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RISK RATING** | | | | |
|  | **Highly Likely** | **Possible** | **Unlikely** | **Very Unlikely** |
| **Catastrophic** | **A** | **A** | **B** | **E** |
| **Major** | **A** | **B** | **C** | **E** |
| **Significant** | **B** | **C** | **D** | **E** |
| **Minor** | **C** | **D** | **E** | **E** |
| **Negligible** | **E** | **E** | **E** | **E** |