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**Covid-19**

**Recovery Planning for Early Years Providers**

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**Recovery planning: Considerations for your setting**

As you will be aware from Government updates and briefings, the results of the huge efforts everyone has made to adhere to strict social distancing measures, has meant the transmission rate of coronavirus (COVID-19) has decreased. The government announced on 10/05/20 that they anticipate, with further progress, that we may be able, from the week commencing 1st June, to welcome back more children to early years, school and further education settings.

The guidance has also been amended to clarify that paid childcare can be provided to the children of one household in any circumstance with immediate effect from 12.05.20 This would include nannies, for example, and childminders who may also choose to provide childcare on this basis if not already providing care for vulnerable children and children of critical workers.

This document is designed to support you with planning over the next few weeks and months as more settings try to open and more families are able to send their children back to providers.

We know that many settings have remained open over the last few weeks and so it will not be a case of just re-opening for them. Indeed it is these settings that we all need to learn from as they have been implementing some of the measures others are starting to plan for and we are grateful to them for that. However with the prospect of increasing numbers as families decide to send their children back into education and childcare, even currently open settings will need to have a re-think about how they will adapt the practices they have developed.

**How to use this document**

We are expecting that providers are keeping up to date with the latest Government guidance as it is issued and are using the [Early Years](https://earlyyears.buckscc.gov.uk/) web for additional information. This is not a replacement for that. You know your setting better than anyone else; no two providers are the same. You will understand your situation and circumstances best and re-opening, refreshing, re-launching, re-starting, however you choose to describe it, will be different for everyone and will not be without anxieties, both personal and professional. Please use your Key Contact and the wider Early Years Service to support you by discussing your plans and asking for advice when it is needed.

**Headline Considerations** – Ideas on where to start

**Supporting Documents** for each area – poses questions and suggestions of areas to consider in more detail. It is not meant to be a linear document and there is repetition where we have felt it useful to include.

**Headline Self-Assessment and Planning Template** – for leaders and managers to use as part of their setting’s recovery plan.

**Recovery Planning - Headline Considerations for Early Years Providers**

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| **Premises – Now** |
| * Access * Learning from providers who remained open * Insurance * Additional space requirements and/or limiting occupancy * Premises/ site checks indoors and out, including Legionnaire’s compliance * Policy/ procedures for shared accommodation/ access * Deep cleaning prior to opening and additional cleaning routines * Social distancing – managing access, layout and adding signage etc. * Managing confidential conversations |
| **Later and Ongoing** |
| * Maintenance issues |
| **Risk Assessments – Now** |
| * Premises – including premises, equipment and activities * Staffing * Children * Families |
| **Later and Ongoing** |
| * Updating as guidance changes |
| **Staffing – Now** |
| * Use this information to plan daily operations * Furlough * Staff returning to work * Staff deployment * Working Practices and changes * Staff absence management * Wellbeing and Mental Health * Training and qualifications * Risk Assessments |
| **Later and Ongoing** |
| * Returning staff * Ongoing supervisions etc. * Training needs * Monitoring wellbeing and keeping in touch with staff at home |
| **Communication – Now** |
| * Discussion between Owners/ Management and staff about plans for reopening or accepting additional children * Assessment of staff availability * Assessment of potential demand from parents * Clarity around billing * Reassurance for staff, parents and wider community * Support parents and carers (transition/learning at home/clarity about routines and structure once re-opened/refreshed) * Government guidance and updates * Emergency procedures |
| **Later and Ongoing** |
| * Sharing information on progress when fewer ‘face to face handovers’ |
| **Operational planning– Now** |
| * Reducing social contact * Hygiene routines including ongoing cleaning routines * Following government health advice * Safeguarding |
| **Later and Ongoing** |
| * Increase/decline numbers and/or staffing * Recruiting * New families with children –Virtual ‘show round’, funded 2 year olds etc. |
| **General Planning – Now** |
| * Closed settings re-opening/Open settings refresh openings * Routine (indoor/outdoor/collection) * Transitions |
| **Later and Ongoing** |
| * Transitions into new settings * New starters |

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| **Premises – Now** |
| **This section considers some of the different checks and plans you may need to make within your setting;**  **Access ► Health and Safety Premises ► Managing social distancing guidance ► Managing confidential conversations**  We should learn from settings who have remained open and share things that have gone well for them. Those settings will now need to plan for operating with more children and the Early Years Service, through Key Contacts, will support the sharing of experiences to support planning.  **Access**   * Discussion with landlord where necessary this includes childminders using community space for up to 50% of their operating hours * Planned return takes into account compliance with premises lease/rental/hire agreements * Changes to usual arrangements agreed in writing i.e. key holding, cleaning arrangements where premises staff are not currently working * Ensure Public Liability Insurance is valid, confirm with insurers if in doubt * Review EYFS space requirements for compliance and Public Health England COVID 19 guidance safety – consider the need for additional space and/ or limiting occupancy * Carry out preliminary premises checks indoors and out. Undertake this with landlord, caretaker or other responsible person in the case of rented accommodation (depending on lease arrangements)   **Health and safety**   * Carry out H&S check taking into existing legislation and current Public Health England Covid 19 guidance * Update risk assessments to take account of changes to or compliance with Public Health England Covid 19 guidance * Shared use – agree arrangements with other users to ensure compliance with Public Health England Covid 19 guidance * Ensure Legionnaires checks are up to date * Thorough deep clean of premises and toys/equipment to be completed. There may also be some items that need to be completely removed as they are very difficult to clean or disinfect * Enhanced cleaning routines identified and agreed e.g. door handles, switches, shared office equipment and telephones   **Managing social distancing guidance**   * Access, layout, signage, information to staff children and parents * Identify a suitable place for private conversations with families and/or staff * COVID19 Policy/procedure/agreement with families; continuing to abide by government guidance, drop off and collection times.   **Managing Confidential information**   * Consider where and how these conversations may happen |
| **Later and ongoing** |
| * Key dates for reviewing documents e.g. insurance * Extended Furlough and implications for your setting * Staff returning |

**Supporting Documents for Premises:**

**Supporting Documents for Risk Assessments:**

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| **Risk Assessments - Now** |
| **This section considers;**  **►Premises – including premises, equipment ► Staffing ► Children ► Families**  This not an exhaustive list and does not have the answers, it is merely meant to support you in all the planning you will need to do over the next weeks and months. You know your setting and situation better than anyone and should use this alongside all the relevant government guidance for each area  **Premises**   * Cleaning, maintaining hygiene standards during the day, health and safety, compliance with Covid -19 guidance * Intimate Care * Appropriate use, wearing and disposal of PPE * Access to and storage of extra cleaning materials and PPE * Food supply and preparation * Operational considerations regarding access and emergency procedures * Operational considerations in relation to shared use of premises or communal areas * Rubbish and potentially contaminated waste * All usual risk assessments relating to premises, equipment and activities   **Staffing**   * Staff risk assessments in relation to return to work * Staff risk assessments in relation to ongoing suitability including health (testing of those with symptoms) and mental health and wellbeing * Staff risk assessments in relation to new or changed operational systems, ensuring ratios etc. * Specific risk assessments for identified staff * Risk assessments relating to volunteers * Risk assessment relating to visiting professionals * Appropriate use, wearing and disposal of PPE * Testing available for staff with symptoms (for those who feel they have symptoms, employers can arrange test for their staff) * Staff risk assessment for travel and undertaking activities outside the setting i.e. shopping for food/ resources * All usual risk assessments relating to staff/ individuals   **Children**   * Risk assessment relating to identifying children returning to the setting and staff cover * Risk assessment relating to identifying potential symptoms of Covid -19 * Risk assessment of management of child displaying potential systems * Social distancing * Activities both inside and outside * Meal times, lunch box storage, refilling of water bottles * Intimate care * Toilet use * Regular handwashing * Sleep time, cot usage, storage of soiled bedding * Cleaning, maintaining hygiene standards during the day, health and safety, compliance with Covid -19 guidance * All usual risk assessments relating to children and named individual children   **Families**   * Risk assessment regarding drop off/ collection times and registration systems * Management of social distancing * Managing and recording absence * Contact arrangements * Sickness of a child after arriving at the setting-updating procedures |
| **Later and ongoing** |
| * Risk assessments to be ongoing and update in line with government guidelines and changes that may have to be made as and when is required. |

**Supporting Documents for Staffing:**

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| **Staffing - Now** |
| **This section considers;**  **Staff returning to work ► Furlough ►Staff deployment ►Training and qualifications ►Working Practices and changes ►Wellbeing ► Staff absence management ► Legalities**  **Staff returning to work**   * Furlough   + Mustlast for a minimum of 3 consecutive weeks   + Furlough scheme currently runs until at least the end of October 2020 (with employers contributions from August)   + Notice period for return from furlough-check original letters sent to staff   + Staff may stay on furlough if they are unable to return to work due to their own childcare issues, are vulnerable themselves or are required to shield themselves or others in their household   + Reduced staffing required due to low take up   + Owners/Managers have a duty of care to employees * Staff deployment   How do managers choose which staff return if there are more than required? You may need to consider;   * + Skills matrix   + Staff availability   + Financial decisions   + Changes to current flexibility re qualification requirements   + Safety & suitability   + Suitability declarations re absence from work   Consider completing a staffing audit. Identify who in your team is able to return to work immediately in the setting, who cannot return to the setting as they are in a vulnerable group and those who may be reluctant to return due to other factors e.g. anxiety childcare etc.  Key workers may need to be changed for some children – you will need to think about how this will be managed and communicated to families.  Training and qualifications   * + First Aid, Safeguarding and Food Hygiene extension to end of June 2020   + On line training available for Safeguarding and Food Hygiene   + Furloughed staff can undertake training   **Working Practices**   * Scheduling staff breaks   + Staff deployment   + Social distancing   + Safe space to be available and how that will be managed * Changes to health and hygiene requirements   + Settings may ask parents to provide meals/snacks   + Additional handwashing facilities, use of paper towels and safe disposal   + Additional cleaning and intimate care supplies   + Use of PPE * Access / necessity for PPE   + Financial impact and ability to purchase sufficient stocks of appropriate PPE   + Clear policy and procedures for using PPE shared with staff and parents * Procedure for visitors/working with outside agencies to support the setting/children?   + Setting policy to be shared with outside agencies in advance if possible   **Wellbeing and Mental Health support**   * + Resources and information accessible for staff?   + Consider implementing policy   + Managing anxiety   It is important to plan time to complete 1:1 conversations with all staff; this could be done via a phone call or a virtual meeting. How are staff feeling about returning to work? A staff wellbeing or confidence survey could support this dialogue.  As a management team consider both fairness and transparency (considering individual circumstances) with any written policies or amendments to the staffing profile to ensure all staff are informed of the expectations.  Is there a procedure for voicing main concerns? Can staff be involved in creating work procedures whilst addressing their specific concerns to increase confidence?   * Safety of staff meetings and supervisions   + Consider new targets and work priorities to be set within the new ways of working * Communication   + Facilities for online staff meetings prior to and post return to work   + Letters to staff in accordance with relevant legislation   + Discussions with individual staff who may be concerned for themselves or others in their household * Staff absences   + Family members / dependents sick, follow current Government guidelines   + Staff sickness/ mental health concerns follow current Government guidelines   + Family bereavement   + Staff being tested for Covid-19   + Management and Staff understand the procedure where staff refuse to work   + Procedure implemented for where staff take overseas holiday and guidance to self-isolate for 14 days is in place   **Legalities with some changes to working hours and practices**   * + Legal advice needed on any contractual changes whether temporary or permanent   + Changes made to comply with government guidelines   + See section on operational requirements   + Changes to working hours and practices * Notice of return   + Letter outlining the setting’s plans and what is expected of staff in line with government guidance and employment law * Staff induction   + Owners/managers to ensure all staff/volunteers understand new way of working in line with social distancing/ other government guidance * Annual Leave Entitlement   + Procedure for taking leave   + Temporary change in legislation allows for carrying over leave into next calendar year * Risk assessments   + Update individual and generic staff risk assessments in line with government guidelines   + RIDDOR reporting |
| **Later and ongoing** |
| * Returning staff * Ongoing supervisions etc. * Training needs * Monitoring wellbeing and keeping in touch with staff at home |

**Supporting Documents for Communication:**

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| **Communication – Now** |
| **This section considers;**  **Government guidance and updates ► Supporting families► Assessing Demand ► Assessment of staff availability ► Ongoing support for families ►Before reopening/refreshing ► Ensuring clarity ►** **Emergency procedures ► Tips and ideas**  Think about ways of supporting families currently and how to ensure communication is effective at a time when there will be fewer face to face opportunities.  **Government guidance and updates**  Information and guidance changes quickly-ensure you are getting all the key alerts, is there someone in your setting who could pick out the highlights and changes to share with staff and families?  **Supporting families**   * Let parents know that you are developing a ‘Come Back’ plan * Invite families to make suggestions for how to move forward. If you have been open, what has helped/worked well * Ask parents to share concerns and anxieties and ideas in terms of themselves, their children and the setting * Agree how you are you going to keep your families informed now and over the next few months * Parents will need to be told if their child’s Key Worker has changed * Consider having an ‘Operating under Covid-19’ policy alongside your management team or committee and then share with staff for feedback. You could also add additional sections to existing policies as an alternative to a separate new policy * Areas to consider:   + Latest Government guidance   + New routines and systems – what needs to be in place?   + Day to day practice – what could it look like now?   **Assessing demand**  **It will be important to have a feel for the numbers of children who may want places later this term. You may be able to audit your families about this. There will be many anxieties and questions and families may want a ‘wait and see’ approach. Obviously the number of children you may have affects your staffing and social distancing plans.**   * + Consider asking all parents what their intentions are to allow you to plan ahead.   + When would they like their child to start attending again? Not all parents will   + How many sessions would they like/need? Children may not be entitled to 30 hours when they return so asking for preferences for sessions may prove useful.   + Are parents flexible in terms of start and finishing times to reduce large numbers arriving/leaving at the same time?   **Assessment of staff availability**  **See support documents for staffing**  **Ongoing support for families**   * In terms of transitioning back to the setting – review your current procedures and paperwork – can these be adapted to help ensure your children settle back quickly? The most important questions are – ‘what can we do to support the child? What can we do to support the parents/carers?’ * Communicate with parents what you are going to put in place to support children’s wellbeing * Explain and share your ‘Operating under Covid-19’ policy or updated policies – this should set out how your setting intends to function in the coming months. These should be in line with government guidance in terms of minimising the spread of the virus * Consider how you ensure that your vulnerable children are going to be accessing your provision? Consider how you approach parents who may not have requested a place but you feel would benefit from being in provision again. A conversation by phone to explain the benefits to that particular child may be supportive   **Before reopening/refreshing**   * Inform parents about your ‘expectations’ for both parents and children when they start back. These guidelines need to be written simply and clearly with picture prompts for children * Inform your parents about the timetable for return including information about who and when. Explain your reasons in relation to government advice * Inform parents what they can do to support their children prior to coming back? What is going to be the same and what is going to be different in your setting? Social story, visual rules, photographs, posters * Update your website, social media channels, inform your EYS Key Contact, inform BFIS etc. * Ask parents to send in any examples of photos of things they have been doing at home. This could be used as a basis for a conversation and a display could be created * Create displays (virtually if possible on your social media pages/website) to include:   + New routines   + New procedures   + Government guidance   + Signposting to support services available in Buckinghamshire including wellbeing support, food banks, helplines for domestic violence * For those who may not be able to come back (due to shielding or not part of the first groups to go back into settings) or would prefer to keep their children at home continue to communicate more ideas for learning at home activities. Are there some families who need more support?   **Tips and ideas:**   * Ensure you keep parents and carers up to date by communicating often * Ensure all communications are simple and easy to understand * Be transparent about your unique situation and what you are doing, as well as what you intend to do. You may want to share some of the difficulties you are facing as a setting as this creates empathy and understanding. This is a new situation for all of us and sharing what you are putting in place will help reduce anxieties * Ask parents/carers for suggestions throughout – keep an open dialogue, an open mind and be prepared to adapt as needed * Consider how you share information with families for whom English is not their first language or have poorer literacy skills. Is there someone in your community who could support you with this?   Things to write, make and develop   * Social Story example (LINK TO EY WEB INFO) * ‘Rules’ poster * Visuals for supporting social distancing for children as well as adults |
| **Later and ongoing** |
| * Sharing information on progress when fewer ‘face to face handovers’ |

**Supporting Documents for Operational:**

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| **Operational Planning – Now** |
| **This section considers;**  **Reducing social contact ► Hygiene routines including ongoing cleaning routines ► Following government health advice ► Safeguarding**  You will need to think carefully about some of the day to day routines you will develop within your setting. Again, as with all the supporting documents please refer to the government guidance in this area and use this information alongside that.  **Reducing social contact**:   * Have you considered how many children you could have in any one session so they could socially distance? You will need to decide which children return first if you find response is higher than your new social distance rules will allow. You will need to think about deployment of the staff you will have on each day and how that may change as confidence grows with staff as well as families. Numbers may begin to rise and you may need to adapt your plans. * You will need to ensure clarity about your rationale for which children take priority for returning, look to the government guidance as your previous admission policy may not be appropriate. Consider sharing an updated ‘Attendance Policy’ which may be adapted over time as your situation changes. * How could staff, children and parents socially distance themselves during the sessions, opening/closing times, snack time – You will need to think about staggering breaks/lunches for staff as well as the children * Contact with parents – could this continue to be done virtually. Once children are back how will you ensure you have enough staff to look after the rest of the cohort whilst speaking to parents? How could you stagger outdoor/indoor learning opportunities to limit the number of children in one place at a time?   **Hygiene routines**:   * Are there enough opportunities for children and staff to wash their hands on entering the setting, before snack, after toileting etc.? Try to make the washing of hands a learning opportunity/activity * Increased wiping down of surfaces will need to be implemented. * How could you limit/rotate resources so can ensure you are disinfecting resources effectively   Food preparation:   * How will the children access snack? Will it come into the setting or made on site? * Cups/cutlery – would each child need to have their own? Have you got a dishwasher to thoroughly wash utensils? Potentially all children to bring their own water bottles etc.   **Ensure you are following all government health advice:**   * What are your plans if children or staff become unwell during a session? Where could they isolate whilst waiting for parents to collect? Look at the Government guidelines in relation to your building/facilities. * How will you communicate requirements for parents to isolate if their child or a member of the family have symptoms of Covid-19   **Safeguarding**:   * Who is the Designated Safeguarding Lead and are they onsite? * Check paediatric first aid up to date – currently a 3 months grace period in place. * Audit safeguarding training. Is it up to date – could his be completed as staff come off furlough? * Staffing levels – Numbers and qualifications * Update emergency contact information |
| **Later and ongoing** |
| * Increase/decline numbers and/or staffing * Recruiting * New families with children –Virtual ‘show round’, funded 2 year olds etc. |

**Supporting Documents for Planning:**

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| **General Planning – Now** |
| **This section considers**  **►Demand ► Planning ahead ► Changing and establishing new routines ► Prioritising health and emotional needs of children ► Transparency ►Transitions, re-strengthening relationships ► Transitions, moving on**  **Re-opening and extended opening 1st June**  *We are aware that some settings have remained open and others have been closed, this information is to support settings with the new government guidance for wider opening effective from 1st June 2020 and those childcare providers starting to open now.*  **Demand**   * How will you consult with parents to establish demand for places? Parents working patterns/hours including shift work and parents’ feelings about their child returning to the setting * Is there a demand for care outside of the usual hours and if so could this be accommodated? * How will you consult with staff to establish how many can return to work? Will this affect the number of children that can return? * Will settings take on new children and if so how will this be managed given there may be an increase in those eligible for 2year funding and a decrease in 30 hours as families fall out of eligibility   **Planning ahead (see also Organisation Support Documents)**   * What is your plan for children returning, who will return first? * How will you prioritise if places are limited? * How will drop off and collections be organised to avoid large groups? What adaptations might be needed – for example the entrance to the building, tape on the floor, signs etc. Is there a staffing implication to allow you to facilitate this? Consider staggered entry, liaise with parents to find out need and thoughts about returning, plan return using government guidance, plan for any new resources required * What about staff ratios? Ratios may need to be adapted to allow for new procedures. * See also training needs in staffing section. What qualifications (first aid, food hygiene etc.) have expired during lockdown and need to be updated? This may be able to happen online prior to reopening? * How will meal times and snacks be managed? Will children bring food from home? Consider how meal times could be organised to reduce lining up or queuing * Have you consulted parents so they understand your plans? What processes will you introduce to ensure hands have been washed before entry? Do parents have a clear understanding of illness and when children must remain at home? * What additional resources do you need to purchase prior to opening (hand wash, antibacterial spray)? * How do staff feel about reopening? You should consult regularly with staff on the adaptations that they feel are needed? Will your opening hours be the same? Will you be able to accommodate parents for the same hours as previously offered? * What will your policy be on nappies, wipes, food coming into the setting from home?   **Changing and establishing new routines:**   * How will you manage handover at the start of the day? * How will you support social distancing through your daily routines? * What practice will you need to change to enable children to have more space? How will you adapt the environment to create more space? You may need to alter the layout of the setting to block off areas, or limit access? * How will you explain/demonstrate the new routines to the children in a way they understand? Visual resources will be useful to communicate new rules to support children’s play in smaller groups. A simple social story may help lots of the children understand the new rules for the setting. * How will you share with parents your new normal? Photographs will be useful for families to share with their children before they come back and will help them know what to expect? * Consider resources to support new children learn about hand washing and personal hygiene. Can these be shared with parents before they start? * How will you ensure higher levels of hygiene in your setting? What additional routines might you need to ensure the health and wellbeing of children? You will need to remove soft furnishings, soft toys and other resources that are hard to clean (such as those with intricate parts) * How will you organise resources so that the children can access provision but maintain distance from their peers? * Consider routines that are no longer possible, for example carpet time and large group activities?   **Prioritise health and emotional needs of children:**   * How will you support children’s emotional needs? Allowing children bring washable comfort items from home? Adapting your environment to create small comforting calm down areas? * You will need to ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time * How can you reassure anxious families? Will some families require more support than others? * How will you comfort a child who is upset? Will you physically comfort the child? Does the staff team feel the same or does this need to be considered when deploying staff? * How will you plan for vulnerable children and the additional time these children may need to feel safe and be ready for learning? Should more vulnerable children return first to allow them time to adjust before their peers return? How will you identify these children? * How will you explain what is happening to the children – use of visuals/social stories? What language will you use and how will you communicate this to parents to ensure consistency? * Have you thought of new ideas and ways to build relationships when children start? Can you plan small group games to help children get to know one another and games to support understanding of spatial awareness?   **Transparency**   * How will you maintain communication with staff, parents and children on a regular basis to share key messages? * When and how will parents and staff receive clear communication in advance of opening to ensure they understand new protocol and processes * How will you share information with parents regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children?   **Transitions**  **Re-strengthening relationships:**   * What plans have you made to ensure key worker/ child relationships are strengthened before children return? Consider using technology to communicate with families, picture cards of staff and setting, video clips of the setting in action for parents to share with children * What additional resources will need to be prepared to support SEND children? Can SEND children be supported by familiar staff? * How will you gather information from home? Do you know if there has been a change in circumstance for children from your setting during lockdown? Consider sending out the “All about me”/”One page profile” to establish what has changed since you last saw the child? See the Early Years Web for ideas * Do you know if family circumstances have changed? Consider a parent questionnaire to gather information about home, jobs and contact numbers as these may have changed |
| **Later and ongoing** |
| **Transitions, moving on:**   * How can you support the children and families who are moving on to new setting or school? How can you prepare children for the change? Are there pictures or stories you could use? * Have you planned to share information with new settings? Updating Data/SEN support plans etc. to support transitions? Contacting the new settings to pass on information to support schools with their preparations? * Will you allow schools to visit the setting to support the transition? Will transition meetings need to take place virtually? |

**Self-Assessment and Planning – Appendix 1**

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| **Premises – Now** | **Who?** | **RAG Rating** |
| Click here to enter text. |  | Click here to enter text. |
| **Later and ongoing** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Risk Assessment - Now** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Later and ongoing** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Staffing – Now** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Later and ongoing** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Communication – Now** | **Who?** | **RAG rating** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Later and ongoing** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Operational - Now** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Later and ongoing** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Operational Planning – Now** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Later and ongoing** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Additional considerations unique to your setting** |  |  |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |