

Risk Assessment and Risk Management Record

The Gateway Primary Academy

Establishment: *The Gateway Primary Academy*
September 2020

Location/purpose: Full re-opening of The Gateway Primary Academy

Date: Wednesday 2nd

Headteacher: *Jamiel Cassem*
classrooms

Total of pupils: 210

Children to work in year group bubbles in their

Additional areas - Year R - classroom/table outside hall, Year 1/2/3/4 - hall 5/6 - Studio, 'Break out area' accessible for SEN pupils- library / entrance hall, Yellow room used for SENCo and socially distanced speech and language work with Mrs Vijaya

Hazards identified	Assessing the risk	Risk rating H/M/L	Control measures - reducing the risk	Outcome L?
Transport to and from school (particularly the use of public transport)	Risk of increased transmission of virus during journeys to and from school through contact with adults outside of the class bubble.	H	- Where possible, staff and pupils are encouraged to travel on foot, bicycle, motorcycle or own car. - Car sharing should be limited, where possible, to members of the same household or a mask must be worn in a car with members of a different household and passenger to sit in the back. - Limited use of taxis and adhere to safe travel guidance - Staff/pupils to remain socially distanced if they need to use public transport. Use of mask in line with government guidance for public transport and hand sanitise before and after travel. - All staff/pupils to immediately wash hands when they arrive on site for at least 20 seconds with hot water and soap. - If worn, ensure children/adults know how to safely remove masks on arrival to school e.g. reusable ones must be placed in a named sandwich bag and placed in their book bag, disposable masks must be placed in the lidded classroom bin.	L
Breakfast club	Children mixing from different 'year group bubbles' resulting in increased transmission. Adults supervising children from different 'bubbles'. Transmission of coronavirus via	H	- Breakfast club will begin the week beginning 21st September. - Children will sit in class groups with 3 at a table. - The children will colour and watch DVDs and staff will bring them their breakfast.	L

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	surfaces - breakfast resources, toys, games, tables.			
After school clubs	Children mixing from different 'bubbles' and groups increasing the potential transmission. Different adults supervising those children. Adults from outside providers coming into school.	H	- Afterschool clubs will not be offered when we first widen the opening of the school and the risk will be reassessed in preparation for term 2. - YMCA will wait outside of the school office and collect the children from there. - Children will walk to the centre in class groups to the YMCA. - YMCA staff will inform The Gateway if any child becomes unwell with Covid - 19 mild symptoms.	No risk
After school care	Children mixing with children from different groups / schools Children attending multi care providers	M	- Parents are advised to use one provider - Parents ensure that the child care facility are following the government guidelines	L
School start/end of day	All children arriving together, will make social distancing difficult to achieve with parents and pupils leading to risk of wider transmission when parents dropping off children. Children mixing with other children from other 'bubbles' on the playground. Width of the pedestrian pathway is limited so parents can-not pass each other with a social distance without stepping onto the drive way. Milestone Road becoming congested with cars being parked across	H	- To reduce the numbers of parents on site, year groups to be grouped for staggered start/end of day times, parents to be aware of relevant gates and procedures for drop off/collection. - Use of studio entrance to school building for Year 5/6 to reduce congestion around Gate 1/Gate 2. - Parents to arrive within their time slot to avoid queuing outside the school gates. - Parents to be asked that only one parent drops off and collects and that they only bring siblings if unavoidable. - Identify how many Year 6 children will be walking home and discuss expectations for how they leave e.g. which side of the road they use and social distancing expectations. - Children to immediately enter the classroom through the fire exits as they arrive on school site. Year 1 to enter via the door next to Woodpeckers and are greeted by a	L

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	residents driveways. Staff and children removing and storing their face mask when they arrive at school.		member of school staff to walk them to their classroom. - Children to be dropped off at school gate and parents not come onto school site in the morning. Children to be greeted at the gate by a member of SLT and directed to their classroom. Initially a member of their year group bubble will meet them to build up their confidence with where they go at the start of the day. - Parents to be reminded (via parent mail and parents' guide to returning to The Gateway) about social distancing with other parents when waiting to collect children. Children to leave classrooms promptly via fire exits at their designated times. - One way entry and exit system to be introduced using left/right side of Mile Stone road. Parents informed of this at the end of Term 6 (July 2020). - SLT and additional members of school staff available over the first 3 weeks to support parents in following the one way system. Additional markings will be added to support parents when using the newly designated pedestrian area. - Parents will be notified with several days' notice of any changes of drop off/collection times. - Initially the drop off zone will be closed to cars to reduce the risk to pedestrians. - A member of staff to operate the barrier for members of staff and emergency access as required. - Children and staff must be instructed not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. <i>If a parent is running late at the end of the day, children</i>	
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			<i>to remain in the classroom with one adult and other adult to inform the office. When parent arrives, office staff collect child from classroom and walk to parent.</i>	
Use of the drop off zone while parents using one-way pedestrian system	Use of the drop off zone in addition to the new pedestrian one-way system would be unsafe for pedestrians.	H	- Drop off zone will not be in use initially for cars. To be reviewed 3 weeks into the half term. 1 gate shut and signs up reminding parents drop off zone is not in use. - Parents informed before Summer holidays that the drop off zone will not be in use and asking parents to make alternative arrangements e.g. creation of a walking bus to ease congestion with school's support. - A request for volunteers from staff and to operate a walking bus down Milestone Road when required.	No risk
Parents visiting the office	Parents queuing the to visit the office (particularly at drop off/collection time)	H	- Parents where possible to ring/email the office to answer query. - Painted box to demarcate 2metres social distancing if parents wish to visit the office. - Parents to make an appointment if they must visit the school office and ensure they attend within that designated time. - Parents to stop at the sign outside the school office and ring if they have arrived to collect their child for an appointment or if they have an appointment with the school office. - Parents to drop correspondence off into the box outside the office and ring Mrs Munday to inform her it is there. - Parents to use SQUID to pay for school dinners online. - Mrs Munday to sign children/adults in/out of school. - Regularly wipe over the signing in/out machine with antibacterial wipes or spray. - Mr Rappold to check lines on a daily basis and signage on gates.	L

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Children working in the classroom	Risk of transmission of coronavirus	H	- Children to be grouped into year group bubbles and do not mix with other groups through staggered playtimes, arrivals and seating arrangements in the hall for lunch. - As much as is practically possible children to be seated facing forwards in their classrooms. - PPA to only be covered across 2 classes and adults remain socially distanced as much as is practically possible. - In class adults remain socially distanced as much as is practically possible. - Adults avoid sitting with one child less than a metre away for longer than 15 minutes on one occasion. If working one to one with a child adults should ensure they set independent work at times to enable them to social distance. - While currently, masks are not deemed essential in school staff may wish to wear one when working with children or a group where social distancing can not be maintained. - Additional furniture is removed from classrooms to aid easier movement and reduce the number of unnecessary resources on show. - Keep the classroom well ventilated with windows open and doors open. This will reduce children/adults having to touch door handles during the day.	L
Children passing in the corridor	Mixing with children from other 'year group bubbles', low risk of transmission when passing another child in the corridor	H	- If a child needs the toilet, adult to check the corridor is clear and walk child to toilet. - Adults to wait in classroom with child/children until the corridor is free (e.g. at the start of lunch time). - Adults to walk children to the hall from outdoor play once they are lined up as a group. - Staggered lunch times/break times to reduce number of opportunities for groups meeting in corridors. - Toilets to be monitored at lunch time and additional cleaning in place. - Corridor to be marked to be one way with appropriate	L

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			signage - Coloured tape to clearly demarcate where the children line up outside the toilet at 2m intervals if there is a queue. - Office staff to deliver registers at the start of day and after lunch to reduce children moving in the corridors.	
Transmission of coronavirus via surfaces (classroom)	Potential transmission of coronavirus through surfaces e.g. tables, resources, pens, pencils, door handles	H	- Ensure regular hand washing thoroughly for 20 seconds with, running water, soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring all parts of the hands are covered. - Handwashing at: - Arrival - Before play - After play - Before lunch - After eating - After lunch <i>In addition to these scheduled hand washes pupils must also wash their hands following coughing/sneezing thoroughly.</i> <i>Guidance for washing hands properly displayed by every sink in school.</i> - Implement hand sanitiser stations near entrance to classroom to reduce time lost to handwashing throughout the school day. Do not allow younger children to have independent access to the pumps given risks around the ingestion of hand sanitiser. Ensure an adult always monitors the use of hand sanitiser. - Cleaning frequently touched surfaces often using standard products, such as school provided detergents and bleach (see additional guidance for cleaning scheduled during the day). - Additional toilet cleaning throughout the day. - Where possible remove soft furnishings, reduce number	L

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			of wooden toys due to porous nature, metal items with intricate parts and limit amount of resources children are touching • The majority of children to remain in the same group, same classroom and same seat. Those children attending additional catch up sessions will wash their hands before attending their session and when returning to class. • Children provided with their own resources, such as: pens, pencils, ruler and rubber (in their tray in KS2) which they keep on their desk to avoid cross-contamination. In KS1, share a pencil pot 1 between 2 and having a named pencil which they use regularly. • EYFS to adopt a clean as they go approach to resources and disinfect resources as needed throughout the day. Toys to be rotated. • Ensure hard play equipment is cleaned at end of each day e.g. bikes. At this stage the climbing frame and trim trail will remain closed. • Laptops to be cleaned at the end of each day and classroom resources. • No shared use of cups, crockery, fabric resources, musical instruments (that are blown). • Cleaning logs to be maintained e.g. table with time and signature for each classroom to keep a record of cleaning.	
Transmission of virus via surfaces (out of classroom areas)	Risk of transmission of coronavirus via. virus living on surfaces especially metal in particular	H	• Additional alcohol wipes available • Alcohol wipes to be provided around the school beside photocopier, kettle, signing in machine, key pad for entry into school, phones and staff asked to wipe each item after use to reduce risk • Light switches, door handles are cleaned frequently throughout the day • Doors to be left open to reduce touching of door handles.	L
Transmission of	Risk of transmission of virus via.	H	• Parents to be reminded that children who are unwell with	L

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coronavirus via coughing, sneezing	sneezing, coughing etc to another child or adult		COVID-19 symptoms do not attend school setting and inform the school immediately. - Furniture to be rearranged in rooms to ensure pupils facing the front as much as is practically possible. - Adults socially distance from children by sitting at opposite end of table or standing behind them. Where appropriate, guided reading books for individual reading. - Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach (signs up in classroom) - Lidded, peddle bins to be emptied regularly throughout the day (see cleaning schedule) - Good supply of tissues to be available in classrooms - Handwashing following sneezing/coughing. - Staff to ensure they check supply of tissues/hand towels in classroom/toilet regularly and cleaning resources and inform Mr Cassem if they need additional resources to enable him to monitor the school's supplies of cleaning resources. - Good natural ventilation during the day - ensure windows and doors are open. This will also reduce the risk of surface transmission. However, ensure doors are closed when rooms are unoccupied to comply with fire safety measures.	
Break time	'Year group bubbles' of children coming into wider contact with one another e.g. passing one another in corridor, accidentally meeting in toilet, playing together with resources	H	- Staggered play times - Create separate areas on the playgrounds/fields to support social distancing. - Discuss behaviour expectations with children and develop and use PE time initially to teach children a range of non-contact games e.g. what's the time Mr Wolf? - Create a display which shows examples of socially distanced games for children to refer to. - Remind children of expectations while playing outside frequently. - Provide each group with their own balls and bats, which	L

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			can be cleaned after playtime to avoid groups sharing resources • Same adults to cover playtime with the groups as much as is practically possible. • Take first aid resources outside and wipe first aid spray with alcohol wipe after use for next adult. • Trim trail and climbing frame not to be used until further notice.	
Assemblies/collective worship	Large gatherings in the hall and creating a wider risk of transmission to other year group bubbles. Maintaining time for the whole school community to come together.	H	• Assemblies to be delivered in the classrooms by class teachers • Once a week, assembly delivered by headteacher via video link • Assemblies to be themed around school values/golden rules • Class assemblies also linked to class topics e.g. famous scientists, key events, and inspirational people. • Use of theme weeks • Opportunities for classes' to film work/performances to share with other classes e.g. story telling in EYFS/KS1. • Use of Happy: A Children's Book of Mindfulness Paperback to discuss wellbeing strategies. • Additional collective worship used to discuss topics raised during PSHE / Circle Time / Talk Time	No risk
Lunch time	Groups of children coming into wider contact with one another e.g. passing one another in corridor, accidentally meeting in toilet, playing together with resources Eating together in the hall Use of cutlery, plates and cups	H	• Middays in the hall serving lunches remain socially distanced from the children where possible and will be wearing visors when serving the food.. If they need to come close they are moving while collecting the food. • Children sanitise or wash their hands when they come into the hall. • Adults are constantly moving and avoiding staying in one place longer than they need too. • Tables and chairs are cleaned prior to each group/ bubble	L

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			of children coming to sit in the hall. • The children's hands are sanitised before leaving the hall. • Staggered lunch times (see group lists and times of day) • Children to eat lunch in their year group bubbles. • No queue lunch times - food will be brought to the children when they are seated • To minimise crossing in the corridor Year 5 and 6 will walk through the quad and into class, Herons go down the corridor, Swans go through their classroom, woodpeckers and swallows will not pass another class as they leave the hall. • 5 children seated around a table so no children are opposite each other in line with guidance. • Remind children that they should not be getting up and moving around. • Lunch time supervisors to consistently supervise the same groups where possible. • SLT on a rota to supervise in the hall and support where necessary. • Additional time put aside for cleaning between groups in the hall • No hall heroes. • When on the playground children to play socially distanced games and with their own bubbles play equipment. • Adult at the first aid desk monitors which children are using the toilets to avoid crowding. • One link member of staff will be on lunchtime duty to maintain consistency. • Staff to play with children to teach them socially games (book available)	
Wet play	Risk of transmission between bubbles Use of a wide range of resources in class	H?	• Discuss systems for wet play with S Mahoney and S Mahoney to feedback to lunch time staff. • Rota to be created for staff to ensure they are	L?

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			supervising the same year groups consistently - Adults to reduce the number of resources used during wet play e.g. use of colouring, a film - Resources to be cleaned after wet play - Surfaces to be wiped down following wet play. - Children to complete wet play in their place as much as possible? - Staff to monitor the use of the toilets throughout wet play	
First aid	Close contact with children when providing first aid (especially Year R and 1) Use of first aid table/shared resources between bubbles.	H	- First aid kits and books available in each classroom to reduce number of adults using the resources. - Children encouraged to clean their cut/use a plaster as independently as possible (age dependent) - Gloves, mask and apron to be worn where appropriate - Thorough hand washing after first aid using hot water and soap for at least 20 seconds.	L
Child becoming unwell	Risk to that child with symptoms and becoming more unwell while waiting for parents. Transmission of coronavirus to other children and staff	H	- Minimise contact with individuals who are unwell (child to sit in the meeting room) while waiting for parents to collect. - Mr Cassem and parents informed immediately, parents asked to collect. - Area in the classroom where the child had been sat to be thoroughly cleaned, adult to wear gloves and then wash their hands for at least 20 seconds using warm water and soap. - Temperature to be taken and recorded (above 38 degrees as an indicator) - Adult to monitor the child (especially their respiratory symptoms) and provide support as needed - If child wishes to go to the toilet while waiting to be collected they need to use the disabled toilet which needs to be cleaned prior to any other person using it using bleach and standard cleaning products.	L

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			• Apron (disposable), gloves (disposable), mask (fluid resistant surgical mask) and goggles (if a risk of vomiting, coughing or splashes to the eyes) to be worn if child needs adult to come within 2 metres distance to support them (stored in cupboard outside meeting room) • Signs around meeting room and first aid table with information about correct use of PPE including removal of gloves etc. • When PPE removed to be double bagged and stored for 72 hours • Watch gov.uk videos in zoom meeting with all staff which shows how to use PPE correctly and how to remove PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • Call 999 if symptoms are such that life appears to be at risk. • Door to be opened once child has gone home, surfaces to be immediately disinfected and other objects children have touched. • For further information: <u>COVID-19: cleaning of non-healthcare settings guidance</u> • More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</u>. • Any children or staff who have been in contact with the child do not at this point need to go home unless they themselves develop symptoms. If the child tests positive then other adults/children will need to be tested as per NHS track and trace. • A negative outcome certificate is not required before a child comes back to school but any return to school will be in consultation with the Headteacher.	
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			• Phone Public Health England and explain the circumstances. PHE may suggest full and immediate closure for deep cleaning, or say that we can continue teaching. • Below are the contact details for the Kent Health Protection Team: 15/07/2020 26 • In hours: 0344 225 3861 (option 0 then option 1) • Out of hours: 0844 967 0085 • Email: KPU-Kent@phe.gov.uk	
Child does not adhere to social distancing guidance	Risk to that child, other children and staff if social distancing is not adhered to	H	• Parents to be informed of changes to behaviour expectations for safety of their own child, other children and staff and asked to discuss with their child. • On child's return to school parents to return signed home-school agreement acknowledging school expectations. • Behaviour addendum discussed with staff and governors and shared with parents on school website. • Children to be reminded promptly as soon as they break social distancing • If they continue to break social distancing with staff/other children will be sent home and will not be able to be on site due to safety • Further risk assessment will be undertaken to determine the safety of that pupil, staff and other children if that pupil were to return to school	M
Challenging behaviour from individual children with additional needs	Potential challenging behaviour from children with SEN or additional needs. Children displaying high levels of anxiety and distress when returning to school.	M	• Risk assessments in place for children with EHCPs and reviewed in preparation for children's return to school. • Staff discuss strategies during staff meetings. • Individual concerns to be discussed with the Headteacher and SENCO • Risk assessments discussed with parents. • Work alongside parents to support child's reintegration to school e.g. a flexible approach with a mixture of school based and home learning initially.	L

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			• PSPs in place and discussed with pupils and parents. • Use of library as a 'break out' safe room for pupils - surfaces to be wiped down after use.	
Intimate care e.g. toileting a child with SEND or a young pupil has an accident	Social distancing can not be maintained while changing - risk of transmission for staff and pupil	H	• Ensure staff are aware of appropriate PPE to wear while supporting a child to get changed if they can not maintain 2m. • Pupil and staff to thoroughly wash their hands for at least 20 seconds using soap and hot water. • PPE to be taken off safely following government guidance. • Spare clothes available in classrooms.	L
Possible case of coronavirus	Possible transmission of coronavirus to the adults and children within that child's or adults group	H	• Staff/parents to sign school agreement stating that if they, anyone in their household or children are unwell with coronavirus symptoms they will not attend school until they have had a test confirming either way (see testing information). • When a child, young person or staff member develops symptoms compatible with coronavirus, they will be sent home and told to self-isolate for 10 days. Their household members should self-isolate for 14 days. They will not be allowed back into school within this time unless they have completed testing. • If the child displays symptoms of being unwell e.g cough, cold, high temperature and have tested negative then it will be in consultation with the Headteacher when they return to school. • All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms and are encouraged to get tested in this scenario (Ebbsfleet). • Where a child or staff tests negative, in consultation with the Headteacher they can return to their setting. • Where the child, young person or staff member tests positive, the rest of their class or group within their	M

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			childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. • Staff will be asked to complete a self-isolation assessment online using the gov. website • Additional information available in Stay at Home: guidance for households with possible or confirmed cases of Coronavirus. • The school will follow government guidance on 'Track and trace' when there is a confirmed case of coronavirus.	
Staff to pupil ratio	Insufficient staff to maintain group ratios identified in risk assessment	H	• Shielding guidance will pause on 1st August - the expectation is that shielded individuals can return to their setting - where this is not possible advice from Clinician should be sought. • Staff have the responsibility to inform the Headteacher if their circumstances change. • Keep all staff informed of all decisions in good time to alleviate any concerns where possible • Speak to all staff and identify any reasons they are unable to return to work. • Staff ensure that they follow and adhere to government guidance to ensure they can come to work. • If needed, work alongside supply agencies to identify regular cover for the class.	M
Vulnerable staff and pupils	Danger to vulnerable staff and pupils with an underlying health condition catching coronavirus when in school	H	• Shielding guidance will pause of 1st August - the expectation is that vulnerable staff and pupils will return to school on a full time basis. • Parents should keep seek additional advice from medical professionals if they are anxious about their child returning to school and discuss options to home	L

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			school with Kent County council/the school. • Staff showing symptoms of the virus to be given sufficient time off to recover following illness in addition to the guidelines on self-isolation and are tested. • All NHS AND GOV.UK guidance to be followed at all times regarding isolation, distancing and hygiene • Review of medical care plan in preparation for them returning to school • Individual risk assessment to be undertaken for vulnerable children and adults. • Meet with parents to discuss procedures in place and advice from hospital/medical professionals in their return to school • Ensure all adults aware of practices in place for relevant children • Ensure medication in date on return to school • Medicines to be stored in finance office in locked cupboard - adults to wash hands prior to entry and after entry.	
Music lessons	Risk of transmission via instruments/singing	H	• The same peripatetic music teachers to remain socially distanced while teaching the violin/ukulele. • No singing will take place during music lessons at present • Music sessions to be mainly focused around music appreciation (see Charanga scheme of work) • Children to wash hands after using the instruments • Whole class music lessons to be conducted in smaller groups. • Use of percussion instruments, instruments to be cleaned thoroughly after use and before another group using them. • No use of instruments you blow e.g. recorders • Violins and ukuleles to be labelled with individual children's names	L

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PE lessons	Social distancing, children moving around, sharing PE resources	H	• Children to wash post PE sessions • PE to take place outside as much as is practically possible to give children the maximum amount of space when completing activities (particularly important in sports lessons as a result of the way in which people breathe during exercise). • PE subject leader to give additional advice and feedback from online training completed for return to school. • Teachers to implement advice and feedback and ask for further guidance if they are unsure. • Discuss Kent guidance for PE lessons and their focus on individual activities to begin with, with staff. • Review PE planning and identify and assign different equipment to different groups completing PE to reduce equipment being shared amongst year group bubbles. • Teachers to reduce the amount of equipment used. • Equipment to be fully cleaned and wiped over following use. • If mats use/the hall is used, ensure the hall is wiped over fully afterwards. • During PE sessions reduce the number of different children who work together. • Activities which involve contact will not be undertaken and children will be reminded about tackling and not making contact with others.	L
Use of communal areas, such as the staff room	Staff from different bubbles coming into contact in the staff room Social distancing in the staff room	H	• Staff to be asked to reduce the amount of food they place into the fridge and leave a gap between their own lunch and someone else's • Staggered lunch times to reduce the number of adults needing to eat lunch at the same time • Where possible, limit the use of the staffroom but if using it then staff to sit socially distanced.	L

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			- Staff may choose to eat their lunch with the children in the hall or eat in the classroom and clean the area before and afterwards. - Handwashing facilities available and hand sanitizer provided for staff - Staff to be responsible for socially distancing in the staff room and following the guidance displayed around the room. - Resources in the staff room to be wiped down after use with alcohol wipes.	
Use of smaller areas around school e.g. Maths cupboard	Less ventilation available in Maths cupboard, limited space to social distance in yellow room, stock room and office cupboard	H	- Yellow room to only be used by a maximum of 2 adults at a time. - Only small interventions groups to take place in there e.g. 1:2, 1:1 - Maths cupboard to be used for resources and furniture removed from classrooms. - One adult per stock room and office cupboard at a time, door handles to be wiped over after use with alcohol wipes or spray and cloth.	
Fire alarm	Immediate risk from the fire and evacuating the building in a social distanced manner, also assembling at current fire drill locations (not currently socially distance)	H	- Review with all staff before returning to work the procedure for a fire evacuation in school. - Ensure all adults know their route for exit from the school in the room they are going to be working in. - Discuss fire assembly points in different locations on the field, playground etc. - Ensure routes leaving the school avoid crossing the paths of other groups. - Carry out a fire alarm practice to ensure staff/pupils are secure with new arrangements. Following practice review systems in place and refine as necessary.	L

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Local lock down	Immediate wider restrictions e.g. stricter social distancing, reduction in the number of children coming into school	H	- Follow government guidance/local authority guidance immediately - Communication with parents as soon as possible if local lock down comes into force. - Identify how many children will need to come into school and how many adults will be required for key worker/vulnerable children. - Create rota to reduce number of adults in school. - Reduction of number of children in classrooms - Rooms used to be rearranged to allow for stricter social distancing guidance - Online learning to be set immediately using google classroom.	M
Lock down	Immediate risk from lock down situation in school. Risk when going to lock down locations in school -distancing etc.	H	- Review lock down procedures for returning to school with all adults - e.g. where would they go with their group, discuss how the messages would be conveyed, keys to doors etc. - Remaining social distanced while in 'lock down' would be difficult but the immediate risk would be greater	M
Pupil and staff well-being	Pupil and staff well-being significantly harmed by impact of CV-19.	H	- Social stories written for children on how school will be when we return including photos of the school. - Parent views taken into consideration and school communicates how these have been responded to following survey monkey - Discussion with all staff how they are following lock down and if they need any support. - The Recovery Curriculum (Barry Himmer) and the school recovery curriculum shared with staff for a whole school approach. - Staff support line shared to all staff. - Regular fresh air breaks for all children and staff. - Praise and encouragement and high levels of compassion displayed at all times by all leaders. - Collective Worship (completed in classroom) promotes spirituality, singing and enjoyment	M

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			- EH referrals for pupils / parents displaying signs of emotional stress or mental health concerns. - Use resources/ideas from Mental Health Champion training completed by SLT with MIND - Liase with MIND and use signposted resources and agencies to support parents/children.	
Outside visits	Transmission of coronavirus, transport on coach, meeting members of the public, social distancing not possible	H	- In line with current government guidance, school trips can resume in the Autumn term, however it should be children from one bubble who participate - A comprehensive risk assessment would be undertaken to identify risks and measures put in place	M
Please note the yearly flu immunisation will take place as a counter measure to Coronavirus for pupils				
Outside visitors / Contractors	Outside visitors coming onto school site having visited different locations	H	- Only essential contractors, carrying out essential work to be allowed to be on site. - Visitors where a mask while on site. - Adults to immediately wash their hands and discussion of social distancing expectations and conduct on school site. - Adults on site to be escorted around school premises and reminded not to touch items. Adults to avoid going into areas where children are working. - Mrs Munday to sign adults/children in to reduce adults touching the signing in machine. - A sign in record kept which includes a phone number will be held for 21 days to enable Track and Trace.	L
Black and minority ethnic pupils	Research has indicated pupils and their families who are BAME may be at higher risk from contracting coronavirus Anxiety around their return to school from children and parents - could lead to lower attendance for some pupils.	L	- Organise a meeting if requested by parents to discuss their concerns and procedures/practices in place in school to reduce the risk to their child. - Staff to monitor the well-being and wellness of BAME children closely to ensure good health and mental health. - All children to follow school procedures and practices to reduce the risk to them and their families and reduce the rate of transmission.	L

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In year admission	Children mixing between schools and bubbles. Children not knowing the rules and procedures at The Gateway Missing education by self-isolating	H	- Only one parent to be able to tour the school wearing a mask. - Children transferring to the school will isolate for 10 days. - The Gateway will provide work for the child to complete at home before attending the school. - Parents will be supplied with a parent guide and pupils' given an update by the class teacher. - Parents to complete the return to school agreement and hand it into the school office.	L
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Government guidance followed when writing this risk assessment:

1. Guidance for full opening: Schools (updated 7th August 2020)
2. Early years and childcare coronavirus (COVID-19) outbreak (updated 27th July 2020)
3. Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (21st July)
4. Coronavirus (COVID-19): implementing protective measures in education and childcare settings (1st June 2020)
5. Guidance for cleaning non-medical buildings

Guidance from these documents has also formed a part of our risk assessment

- British Safety Limited
- Planning for Schools Re-opening document (NEU)
- Kent Guidance for Full Opening in September (Updated 10th July 2020)

Further guidance available in...

1. Child Protection and Safeguarding procedures, Addendum April 2020
2. Child protection and safeguarding Policy (September 2020)
3. Acceptable user agreement for remote learning and online communication
4. Kent Returning to School Safeguarding Toolkit May 2020
5. Health and safety policy

On going risk assessment:

1. Apply the control measures
2. Monitor how effective they are
3. Change adapt, revise as required

All staff to report:



Risk Assessment and Risk Management Record

The Gateway Primary Academy



- Report any new hazards or risks identified (for example: any member of the school community feeling unwell – cough or high temperature) to Jamiel Cassem immediately
- Effectiveness of control measures and any feedback
- Changes to site or levels of resources e.g. tissues, soap, gloves

Headteacher:

Completed:

Signed:

Please Print:

Chair of Governors:

Completed:

Signed:

Please Print: