

**Actions to be taken which apply to all schools planning for reopening from 1st September 2020. Red writing refers to any additional measures for full school reopening March 8th 2021 - All other procedures outlined should be continued to be adhered to**

Persons at risk	All persons associated to the school			
Hazard - What can cause harm	Is this risk applicable? Yes / Not Applicable	Required control measures	Control measure options to minimise risk	List actual control measures implemented
Individual risk assessments for children with EHCPs, those at are deemed "vulnerable" and those receiving SEN support and those from BAME community		Discuss changes in child's wellbeing with parents before their return to school allow a personalised approach. Revisit assessment tools such as Boxhall profiles, Strengths and Difficulties Questionnaire or with advice from specialist teams (ASCT, LBAT, EPS and others) to help identify pupils health and wellbeing needs which have changed due to experiences both at home or- if they have been in school- with the increase of children returning to school. Discuss with family how recent global discussions about race have impacted on pupil's mental health and emotional wellbeing.	Yes	All pupils with EHCPs have individual risk assessments. Pupils who are SEN and will be working with support teachers will be risk assessed to ensure safety precautions are in place. Ensure parents are aware through letter in the early part of term that they can discuss BAME related concerns with an SLT member if required - School has a multicultural approach through curriculum at all times anyway.

<p><b>Pupils externalizing and using anti-social behaviour</b></p>		<p>Updated policies understood and consistently applied. Review and update existing individual behaviour plans in line with how you are going to manage physical interventions if needed. Are there proactive measures that can be put in place (timetabling, environmental, social load, academic expectation, sensory arousal) to reduce the need for physical interventions. <b>Be aware that pupils who have previously not used challenging behaviour to signal distress may respond differently after their experiences over lockdown.</b></p>	<p>Yes</p>	<p>Behaviour measures in place for specific pupils where needed - parents aware that we need to be stricter on measures in place to avoid wherever possible staff having to revert to the use of positive handling. <b>Behaviour policy reviewed during pandemic to reflect new procedures - staff encouraged not to use physical intervention wherever possible - will be used as a last resort to keep a child or others safe. Staff should wear masks and gloves if possible in the situation</b></p>
<p><b>Pupils internalising anxieties.</b></p>		<p>Set up reporting systems so that all staff and parents can share any form of concern quickly. <b>Be alert to any changes in behaviour and smaller signs such as a change in eating or digestive habits, sleep, repetitive behaviours such as hair twiddling or picking of cuticles. Be aware that pupils who have previously not used challenging behaviour to signal distress may respond differently after their experiences over lockdown.</b></p>	<p>Yes</p>	<p>Staff can use safeguard my school to report concerns/ changes in behaviour. Communications to parents to include who to contact if they have concerns about behaviours at home. <b>Communications to parents have reminded parents to contact us with any concerns about emotional well being - either if they are in school or out of school. Learning Mentor offering remote support if needed.</b></p>

<b>Consider approach to social distancing for individuals who will need to access positive touch as a form of reassurance or to help them exhibit pro-social behaviours.</b>		Ensure all teams are aware of this and that it applies consistently- <b>plan staff training being aware that some pupils with SEND are not able to socially distance, how will this risk be mitigated by good hygiene practices.</b>	Yes	Staff to follow full hand washing procedures if positive touch is required - most likely in Early years on start of school - Ensure higher risk adults do not involve themselves in this.
<b>Pupil anxiety about return to school:</b>		Plan transition support for those returning to school, explain how school will be safe and how the team is ensuring everyone's safety <b>and how social and emotional needs are being met through a progressive, inclusive and diverse curriculum.</b>	Yes	See curriculum section - plans for wellbeing afternoons for first two weeks. <b>Class zoom assemblies on W/B 1.3.21 to focus on welcoming back to school. Parents advised they can phone for additional support if required.</b>
<b>Parental anxiety about children allocated a place going back to school.</b>		Clear transparent communication with parents about how the risks have been managed and how they'll be regularly reviewed	Yes	Parents who are anxious have called and some pupils are coming for visits with staff on the INSET days to prepare them where needed. <b>Hub team will quickly follow up on any pupils who are not in school and support parents as required.</b>
<b>Bereavement support for staff and pupils.</b>		Access online resources e.g. Winston's wish, ensure that staff supporting children (including DSLs, Pastoral leads, SENCOs and TAs) have additional informal support from SLT and others and that they are personally resilient enough to provide this support to the pupils. <b>Contact the EPS if significant level of concern remains.</b>	Yes	Learning Mentor is bereavement trained and can support pupils as required. School has access to appropriate materials

<b>Staff anxieties or diagnosed conditions preventing returning to school.</b>		Use ideas outlined in the framework to support staff on their return to school. Liaise with HR as usual and plan group ratios to be safe. Maintain open communication with all staff and refer to EAP and Occupational Health if appropriate. Use ES Welfare box for specific and additional questions.	Yes	Staff identified in risk assessments - all staff were supported to have some time back in school before the school holiday to help with this. Access to support services advertised in the school. Staff well being meeting to be held in first few weeks. Signposting continues via email, meetings and staff handbook as well as posters in staffroom for emotional and wellbeing support organisations available to all staff. <b>All staff who are able invited in on Friday 5th March pm - may support transition for some who have been out of school.</b>
<b>Anxieties from staff and pupils escalate rather than reduce.</b>		Ensuring all measures are regularly reviewed to ensure wellbeing of the school community is sustained, alert appropriate bodies of support and guidance proactively rather than reactively.	Yes	