

## **Risk Assessment – key worker/vulnerable students and school closure**

*The current situation presents challenges for a school within the context of JSTC. Working with the children relies on very close working practices to support, engage and ensure compliance with the expected rules of school and society. Keeping children and staff safe in such challenging circumstances poses all with difficult decisions. The balance of wanting to have the children in school to support them and their education and social development, ensure that they are safe and well cared for has to be set against the danger represented by COVID19 not only to the student but their parents, carers and wider households.*

*The first priority is safety – in the home and at school. This could be of the child and/or the family and the situation that they find themselves in.*

*The second priority is learning and addressing any emotional concerns such as anxiety and distress.*

*This document has been prepared with reference to the documents produced both by Government nationally and those relayed via LCC representing a summary of the national materials with local additions. The specific SEND advice has from LCC has also been considered.*

*The staff who know the child and the family are best placed to make decisions regarding the 2 points above and assess if it is appropriate given the balance of risk for the child to remain at home.*

*Different factors can influence this decision for individual children. These factors include;-*

- *the health status of the child and any underlying health conditions*
- *the age/health of the parent or others in the household*
- *the knowledge of behaviours of the child whilst at school before the lockdown*
- *specific concerns linked to medication e.g. non-compliance with the taking of ADHD medication and the support or lack of by the parent with regard to this*
- *the ability for the child to understand the gravity of the current situation*
- *the ability of the child to socially distance*
- *how the child would access JSTC i.e. the need to use public transport and issues that this would bring*
- *the age of the child and maturity*
- *the general welfare of the parent, child and family during regular phone calls to the house assessed through conversation with those staff who have developed a relationship and rapport with families over time*
- *reflective view of the SENDCo and key workers who know the child and family well*
- *reflective view of those who have liaised with the social working team involved with the family*

*The above list is not exhaustive and specific details linked to identified children will also play a part.*

*Risks to children attending school during this time period include;-*

- *Potential infection from other children. The number and identity of children may vary from day to day. Despite the insistence regarding social distancing this may not be fully complied with as noted above.*
- *Potential infection from staff. Due to other commitments to teach children who are at home the provision of staff in the school setting would be on a rota basis. This means that children would be in the presence of a large number of children in any given week – increasing week on week. Staff would adhere to social distancing whilst students may not.*
- *Travel on public transport is not able to be undertaken easily with respect to social distancing. Currently no buses are operating. Taxis are an infection risk both for the child and the driver. This risk is then communicated to those in the school setting. Where the expectation is for the parent/carer to transport the child this is not always possible.*
- *The variety of staff for many of our vulnerable children causes additional anxiety and distress.*
- *Potential cases of COVID19 have been tested for within JSTC staff and **XXX** have been identified so far.*

### **Supporting children and families at home**

*A number of steps are being taken to support our children and families during the COVID19 crisis. These include;-*

- *Weekly phone calls by an identified key member of staff who has a working relationship with the family. For many this is the Assistant Progress Leader of the year group. For some identified children it is a telephone call from the school's inclusion worker or the attendance officer. It may be the SENDCo or an LSA key worker of the LAC co-ordinator. The allocation of the member of staff was given great thought and care so that the right person, with the most productive relationship with the family makes the calls.*
- *Notes from the phone calls are recorded onto a shared spreadsheet on Team (Vulnerable students). These notes record actions and conversations as well as follow up points for the next time. Where a blend of callers are deployed – often for cases where there are joint specialities for the child and family – the callers can see the actions and conversations and follow up requests of the previous caller. The notes are available for the SENDCo, Deputy Heads and headteacher to see as well as those using the notes.*
- *Safeguarding lead (DSL) has access to the notes and has weekly meetings with the inclusion and attendance officers. In addition any concerns noted on the file are immediately flagged up to the DSL. The Deputy Head (Pastoral) also oversees the information reported by the remainder of the staff interacting with the file. Concerns are referred to the SENDCo for additional information and/or Headteacher/DSL and actions taken.*
- *The SENDCo oversees a programme of Teams online meetings and support sessions for the more vulnerable students to interact with each other and their key worker/LSA. Such meetings serve as a 'check up' on the children and assess where there are any concerns that need to be addressed as well as supporting engagement with learning and structure.*
- *Advice, support and guidance is sent out via Class Chart. This system not only retains the information for users but also sends push notifications to the phones linked to the platform (i.e. students and parents) so that they are immediately aware of this new information.*

- *Student work is sent out using the Class Chart platform and can be either self-marked or uploaded for electronic feedback from the teacher. Heads of Department - who meet weekly with the Deputy Head (Curriculum) – oversee the structure, quality and focus for the work set to all students.*
- *Regular surveys are taken from the online Class Charts system to assess interaction by children and parents. Any concerns regarding poor access are followed up via the system noted above either via weekly call or within 48 hours if the concern is greater.*
- *Information via a Newsletter aimed at upper or lower school is sent out to students regularly via Class Charts*
- *The JSTC Facebook page offers a range of advice for families and directs them to the school website to access a range of support*
- *The school website contains support for mental health and wellbeing including resources such as Kooth*
- *Education resources on the school website include links to the Oak National Academy, BBC Bitesize and BBC Teach etc*
- *Community projects and challenges have been designed to support the children and families to engage with a useful connection in their wider environment. This has included our letters to Care Homes as well as a range of challenges set with students providing photographic evidence to demonstrate completion.*

### **Developing capacity and property use**

*The school has produced detailed plans and executed these with a programme of continuous refinements to meet the need for property use. The capacity concern will be addressed more fully closer to the time but the use of supply staff will be avoided in the first instance. This is as a result of sound staffing levels for the proposed planning in addition to concerns about the quality of the supply staff available. Those that are known to the school and would normally be deployed are within vulnerable categories and could not be used in the current situation.*

### **Hygiene**

*Again this has been addressed with the acquisition of PPE and washing stations.*

### **Site management**

*The site management team have been pro-active with respect to site maintenance and the need to ensure safety during period of closure and preparations for return. The team are on-site daily during the week to address site preparation and routine management practice. The document sent by LCC outlining the need for elements of site management in the risk assessment has been sent to the site team and discussion will take place regularly via Teams.*

### **Next steps – exploring the power of online learning within Teams**

*A separate report will be provided to the Governing Body regarding the impact, attendance of students within and the potential for teaching students within Teams.*

### Government guidance states:

*'Where year groups are returning to school, we would expect school leaders and teachers to:*

- *Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn*
- *Assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks*
- *Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils*
- *Support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7*

*Schools should use best endeavours to support pupils attending school as well as those remaining at home, making use of the available remote education support.*

## Staffing

*Leaders will need to determine who is available for work in school and the staffing level needed to operate with the increasing numbers of pupils in school and maintaining social distancing. Ascertain the minimum staffing you will require on a daily basis, ensuring specific early years ratios are adhered to, including having a paediatric first aider on site where possible.*

### Check:

- *Support staff required to effectively manage the return of pupils to school.*
- *Leadership capacity to support staff while increasing numbers of pupils attend school.*
- *Key staff availability for work – site staff, first aiders (including paediatric), fire marshals, team teach trained staff etc.*
- *Review the capacity and availability of cleaning staff to meet the increased need for cleanliness and hygiene of the premises and ensure there is an assigned person to monitor increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser.*

*Consider how you will involve staff in setting up the new working arrangements, planning training and writing guidance.*

*Draft staff rotas to ensure all safe working practices can be maintained with minimum contact through the phased return of pupils. Pay particular attention to any arrangements/routines that have been altered as a consequence of Covid-19 (e.g. increased hygiene routines). Regularly review arrangements and prepare for significant staff absence and necessary cover. Review arrangements for communicating with staff including systems to ensure smooth transition where there are midweek staffing changes.*

*Provide the guidance and training to help staff keep themselves safe, such as;*

- *Staff working with a different year group*
- *Understanding trauma informed practice*
- *Organisation of socially distanced teaching arrangements - there are likely to be teaching groups spread across a number of classrooms, possibly supported by teachers from different year groups and/or TAs. Video links could be used to provide the same lesson in more than 1 room to ensure consistency for the same year group.*
- *Ensure arrangements are manageable for a sustained period of time where groups of children, and their workspaces, remain the same and there is no cross-over.*

## **Transition from Care into Education**

*Things to consider: based upon your review of practice during the open for childcare period and DfE guidance.*

## **Home Learning**

*Given that home learning is likely to be on-going for some time, review current arrangements. Provide consistency where at all possible for all groups of pupils. Evaluate how effective the home learning offer is and how consistent it is with learning in school. Agree who will be responsible for the setting of and follow up of home learning, especially where staff have taken on teaching responsibilities in new year groups.*

## **Personal development and wellbeing for all pupils returning to school**

*This is going to be an important aspect to consider in your plans for pupils returning to school. (see Mary Meredith's thought-provoking blog, *Returning pupils– Five Ways to help children heal when schools return* <https://marymered.wordpress.com/>) For vulnerable pupils, review current level of knowledge about these pupils and use this to inform provision/pastoral support to prepare for their return and ongoing support thereafter.*

*Children with a disability should be risk assessed and consideration given to any reasonable adjustments that can be made to ensure they can safely access school.*

*Schools should consider what arrangements they have in place for pupils who fall into the very vulnerable group where it is not deemed safe for them to return to school at the present time.*

## **Classroom routines and expectations**

*Build upon the safe working routines you have established during the recent period of open for childcare and also the successful routines you use following the return to school at other times in a school year. Agree whole school approaches for staff and pupils including classroom routines, movement around the school, social distanced socialisation, hand washing, behaviour, and dealing with concerns.*

## Academic starting points and curriculum

*Establish how you will determine which pupils have been disadvantaged/benefitted from home learning. Consider the curriculum adaptations needed to take account of this. Take into account how pupils' learning will be balanced appropriately with personal wellbeing. Agree what reasonable expectations and adaptations are needed to the curriculum in the current circumstances including checking and review arrangements.*

### Consider:

- *Adjustments needed to the curriculum for 2020/2021 to ensure the phases of re-opening can be accommodated safely and that pupils are able to cope academically, personally, socially and emotionally.*
- *That the curriculum offer reflects the personal, social and emotional needs of pupils, giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable. emotionally and personally following long periods of time not in school,*
- *The rationale for adaptation of curriculum content. It is likely that the curriculum will need to be adapted to reduce coverage while transition to full education for pupils is in progress.*
- *Identifying gaps, particularly those related to access to home schooling and differing approached between being at home and at school.*
- *Whole school approach to teaching during the phases of reopening - ensure there are opportunities for pupils to share their home and school experiences as an integrated part of their current education.*
- *Expectations for the quality of education- how this will be different through increasing phases of admitting pupils.*
- *How leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again*

## Transitions

*There will be a need to develop clear strategies for key transition points. You might like to consider the following as start points*

- *Policy for new Early Years intake for September 2020 - how can induction arrangements happen and could this process be moved to online?*
- *Liaison with next phase schools, so that pupils' transition from primary and secondary provision/infant to junior provision is considered and how this will be communicated with the appropriate settings and parents/carers.*
- *Pupils' transition into sixth form and further education settings are considered - What are the transition arrangements and how are pupils/students informed?*
- *The transition from home learning to return-to-school - what might this look like at various stages of re-opening? Considered the consistency and expectations that are appropriate for the context of families' capacity to continue to support at home? The needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members.*

## Living with Covid-19 in our world

*The school environment will be a very different setting to the one pupils, staff and parents will be used to. As well as the mental wellbeing of the school community you might like to establish ways of involving that community in developing those new routines. Routines at home will have been different for everyone during lockdown and there may be a sense of isolation with loss, neglect and loneliness felt to varying degrees. You might like to consider what additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to the new form of normal. What parent consultation may be needed to alleviate their fears about sending their children to school? Is there a role for technology in this? Don't forget to review the annual calendar of events to agree when decisions will be taken about cancellation or going ahead and communicated accordingly.*

*Getting to the "new normal" will take a long while and some of the school community will find the process harder than others. However, out of adversity comes opportunity and the schools positive approach to managing this change will be essential.*

## Ofsted

*When inspections resume, the indicators are inspectors will look at how well schools are helping pupils to catch up, including looking at where they were, where they needed to be and how the curriculum has been adapted to support their needs. If you are due an inspection, or are now overdue, please contact your Locality Lead to discuss this.*

## Online Learning:

[https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm\\_source=764bd106-089e-4d86-abb9-b878073c2c3d&ut](https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm_source=764bd106-089e-4d86-abb9-b878073c2c3d&ut)

<https://www.bbc.co.uk/bitesize/dailylessons>

<https://www.thenational.academy/>

## Governance

*Governor responsibilities have not been relaxed during the COVID19 pandemic. Governors will already have been made aware of how their school is operating during COVID19, and should ensure that their school is still adhering to and complying with HSE, PHE, DfE and LCC guidance.*

*Governors will be able to utilise their knowledge in regard to the local context of their school setting to ensure that strategic leadership focuses on ensuring the mitigation of risk to school stakeholders, and that the development of policies and practices in the school comply with ascribed national and professional guidance.*

*Governing Body meetings should continue, and these should take place virtually until government guidance is updated to allow face-to-face meetings. Governing bodies should consider of the impact of the pandemic on their core functions, and may need to revisit their 3-5 year strategic plan/vision in light of the pandemic.*

Useful Website Links:

[NGA COVID19: Information for Boards](#)  
[School governance update](#)

## Further information and contacts

Area	Email Contact
Attendance	<a href="mailto:Attendance@lincolnshire.gov.uk">Attendance@lincolnshire.gov.uk</a>
COVID-19 Related	<a href="mailto:HealthProtectionTeam@lincolnshire.gov.uk">HealthProtectionTeam@lincolnshire.gov.uk</a>
Employee Support & Counselling	<a href="mailto:emp.supportandcounselling@lincolnshire.gov.uk">emp.supportandcounselling@lincolnshire.gov.uk</a>
EY Out of School Care	<a href="mailto:EYCC@lincolnshire.gov.uk">EYCC@lincolnshire.gov.uk</a>
Finance	<a href="mailto:Schools_finance@lincolnshire.gov.uk">Schools_finance@lincolnshire.gov.uk</a>
Food/catering within your school	<a href="mailto:FoodEducation@lincolnshire.gov.uk">FoodEducation@lincolnshire.gov.uk</a>
HR	<a href="mailto:HRSchoolsTeam@lincolnshire.gov.uk">HRSchoolsTeam@lincolnshire.gov.uk</a>
Key Worker enquiries	<a href="mailto:KeyWorker@lincolnshire.gov.uk">KeyWorker@lincolnshire.gov.uk</a>
Transport enquiries	<a href="mailto:TSG@lincolnshire.gov.uk">TSG@lincolnshire.gov.uk</a>
Vulnerable Children	<a href="mailto:VulnerableChildren@lincolnshire.gov.uk">VulnerableChildren@lincolnshire.gov.uk</a>
H&S and Caretaker Training	<a href="mailto:Assurance@lincolnshire.gov.uk">Assurance@lincolnshire.gov.uk</a>
Missing in Education???	

Available before and after school childcare please signpost families to/access  
<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

## Appendix A - Sample Risk Assessment

**Operation Description:** COVID-19 Schools providing a service to children of key/essential workers - **EXAMPLE**

**Operation Location:** All LCC-controlled School and educational settings

**Persons at Risk:** LCC employees, pupils, parents/carers

### Risk Assessment Guidance

**Hazard:** Something with the potential to cause **harm**.

**To Assess Risk:** Using the **tables below**, consider **Severity (S)** and **Likelihood (L)** **without** Control Measures. **Multiply (S x L)**

If applicable, **add** the **Weighting** figure.

**Describe Control Measures:** Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing **risk**.

**Re-assess Risk**, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

**Multiply (S x L)** and, if applicable, **add** the **Weighting** figure = **Risk Rating** (with controls).

Severity (S)	x	Likelihood (L)	+	Weighting (W)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		Apprentice/trainee/inexperienced staff member/young person (15-18yrs) = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4		Probable = 4			15 - 19	High Risk	
Injury (requiring treatment and/or 3 to 7 day absence) = 3		Possible = 3		Part-qualified/staff with less than 2yrs experience/persons aged 18-25yrs = 3		9 - 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2		Unlikely = 2			4 - 8	Low Risk	
Minor Injury = 1		Very Unlikely = 1		Fully qualified/professional/ management/ and/or persons above 25yrs = 0		1 - 3	Very Low risk

HAZARD	Assessment of Risk without control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk with control measures			
	S	L	W	R		S	L	W	R
"Very High Risk" employees contracting COVID-19	5	4	0	20	<p><b>Applicable to all LCC employees:</b></p> <ul style="list-style-type: none"> <li>• <b>Not</b> allowed to work from LCC buildings, <b>MUST</b> remain in Lockdown and working from home as per Government Instruction.</li> </ul>	5	1	0	5
Employee who have "very high risk" individuals within their household and /or dependents transmitting COVID-19 to them.	5	3	0	15	<p><b>Applicable to all non-essential / non- key workers:</b></p> <ul style="list-style-type: none"> <li>• <b>Not</b> allowed to work from LCC buildings, <b>MUST</b> remain in Lockdown and working from home as per Government Instruction.</li> </ul> <p><b>Applicable to essential / key workers:</b></p> <ul style="list-style-type: none"> <li>• Can/is the employee self-isolating from the "very high-risk" individual within their household:- <ol style="list-style-type: none"> <li>1. If <b>NO</b> then they will NOT be allowed to work from LCC buildings, <b>MUST</b> remain in Lockdown and working from home as per Government Instruction.</li> <li>2. If <b>YES</b> further investigation by the line manager will be required to establish length of self-isolation i.e. more than 14 days, are they showing/had any symptoms? Where suitable self-isolation is confirmed and no symptoms present this employee may be considered to work from an LCC building with any specific controls implemented depending on their situation.</li> </ol> </li> <li>• The testing of essential / key worker and their families/households could allow certain individuals to return to work. See Section 3 - Critical Staff Testing Process flowchart.</li> </ul>	5	1	0	5

School could lapse/fail to follow the newest national and/or LCC guidelines and advice on COVID-19.	4	3	0	12	<ul style="list-style-type: none"> <li>• Daily checks will be made with:- <ul style="list-style-type: none"> <li>○ Government websites (<a href="http://Gov.uk">Gov.uk</a>) or <a href="#">LCC website</a></li> <li>○ Local/National news providers</li> <li>○ Local school networks/partnerships (if applicable)</li> </ul> </li> <li>• Any changes in national/LCC advice and guidance to be shared with the Head, Board of Governors etc. for appropriate action.</li> <li>• Staff, Parents and students to be updated in a timely manner, using email, letters etc. as necessary.</li> </ul>	4	1	0	4
COVID-19 precautions are not followed within the school environment, leading to potential spread or outbreak.	4	3	0	12	<ul style="list-style-type: none"> <li>• COVID-19 <a href="#">hygiene advice</a> and posters are displayed in key areas of the school site.</li> <li>• Staff to reiterate to Parents and Students (via letter/email/classroom talks etc.) the importance of :- <ul style="list-style-type: none"> <li>○ Hand washing on a regular basis</li> <li>○ Covering coughs and sneezes with a tissue and disposing of it (Catch it, Bin it, Kill it) Facemasks to be worn on school transport and in school by staff and students. Fuller PPE may be required in identified circumstances.</li> <li>○ Trying to maintain 'social distance' wherever possible at designated distance deemed appropriate at the time.</li> <li>○ Not touching eyes/nose/mouth with unwashed hands</li> </ul> </li> <li>• All welfare facilities to be checked and cleaned regularly, and ensure a supply of anti-bacterial hand wash soap is available</li> <li>• Hand sanitiser to be provided to all classrooms (if available), for use at the start of the day, after lunch etc.</li> <li>• Pupils to wash their hands after sporting activities/ PE etc.</li> <li>• Class teachers to be provided with anti-bacterial wipes (if available) to wipe down classroom surfaces.</li> <li>• School cleaning regime is increased to include frequent cleaning of frequently touched items (Door handles/doors/taps/table tops etc.)</li> </ul>	4	2	0	8
Staff failing to report feeling unwell and attend school, potentially spreading COVID-19	4	3	0	12	<ul style="list-style-type: none"> <li>• Staff are aware of the importance of following national guidance, and to stay home and self-isolate.</li> <li>• Staff to follow the school and/or LCC guidance on reporting sickness due to suspected/confirmed COVID-19. See section 3 - Reporting Employee with COVID-19 flow chart.</li> <li>• School to report confirmed cases of COVID-19 to the LCC Corporate Health and Safety team, via a PO3, to assess if a RIDDOR report is required (See <a href="#">HSA Reporting of COVID-19</a> for guidance)</li> </ul>	4	1	0	4

Staff or student starts to show symptoms of COVID-19 (suspected) whilst at school	4	4	0	16	<ul style="list-style-type: none"> <li>• Staff member to be sent home immediately (travel home appropriately) and begin self-isolation, and follow the guidance regarding sickness reporting. See section 3 - Reporting Employee with COVID-19 flow chart.</li> <li>• Students to be moved to an 'isolation room', until a Parent/carer can arrange pick-up. Supervision of the student should take place at a minimum of 2 metres away. Isolation room to be clearly signed, to prevent accidental access by others.</li> <li>• Once Staff or Student has left the premises, follow the Reporting of Employee with COVID-19 flowchart, and access to the isolation room will be restricted until cleaning has taken place. See section 3 - Reporting Employee with COVID-19 flow chart.</li> </ul>	4	2	0	8
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\*each square to be colour coded to suit the risk rating

Directorate:  School:

HeadTeacher Name  Signature:

Date:

Persons detailed below have read and understood this Risk Assessment

Name	Signature	Date

## Appendix B - Decision Tree for Health and Safety Teams

### Is this Case of Covid-19 Work Related?

