

Coronavirus (COVID-19): return to school safeguarding considerations for vulnerable pupils risk assessment: Pupils of Key Workers, YR, Y1 and Y6 (from the 1st June 2020)

Mordiford CE Primary School

Assessment conducted by: Kerri Finney	Job title: Headteacher/DSL	Covered by this assessment: staff, vulnerable pupils and parents/carers of vulnerable pupils.
Date of assessment: 26.5.20	Review interval: weekly	Date of next review: 4.6.20

Related documents

[Child Protection and Safeguarding Policy, Bereavement Policy, Transition Procedures, SEND Policy, SRE/PSHE Curriculum and policy.](#)

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical injury, harm or ill health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional discomfort.	M	L	L

Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Pupils' experience during lockdown	H	<ul style="list-style-type: none"> • Staff follow the procedures outlined in the Child Protection and Safeguarding Policy when assessing the risks posed to pupils and their experience during the lockdown period. • Potential risks the pupil may have faced are assessed including, but not limited to, the following: <ul style="list-style-type: none"> - Domestic abuse - Physical, emotional or sexual abuse or neglect - Online abuse - Living with someone with a history of substance misuse • Staff do not depend on disclosures from pupils, they consider communication through behaviour too. • The DSL is supported to ensure the involvement of all appropriate agencies. • The DSL and Class teachers continue to monitor the safeguarding of pupils who are in Y2, Y3, Y4 and Y5, and those children whose parents choose to continue to educate from home during the transition period 	Y	Headteacher Class teachers (welfare phone calls)	ongoing	
Pupils identified as vulnerable	H	<ul style="list-style-type: none"> • The school considers the potential for risks to be higher for pupils identified as vulnerable in accordance with the DfE's 'Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak'. These pupils may: <ul style="list-style-type: none"> - Have an EHC plan. - Have a social worker as they are subject to a child protection plan, in need or a looked after child. - Have previously attended alternative provision. 	Y	Headteacher and SENDCo Risk assessments have been carried out, sent to the LA	Update r/a on return to school 5.6.20	

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		<ul style="list-style-type: none"> • If a pupil identified as vulnerable attended the school during lockdown, the school considers whether: <ul style="list-style-type: none"> - Their attendance was consistent. - They continued to attend school during holidays. - The pupil or their family was subject to stigma as a result of their onsite school attendance. • If the pupil did not attend school during lockdown, the school considers: <ul style="list-style-type: none"> - Whether a risk assessment was completed to determine if they should stay at home. - How contact was maintained between the pupil and their family and the school and other agencies if applicable. - The additional support that will be required to support the pupil as they return to school. - The DSL and Class teachers continue to monitor the safeguarding of pupils who are in Y2, Y3, Y4 and Y5, and those children whose parents choose to continue to educate from home during the transition period 		<p>Families have been contacted</p> <p>Regular welfare calls from staff</p> <p>(see COVID-19 Welfare Logs)</p>		
Pupils eligible for FSM	M	<ul style="list-style-type: none"> • The school determines whether the pupil's entitlement has changed during the period of lockdown. • Any additional support given to the pupil, such as food parcels or vouchers, will be assessed with consideration given to the frequency of this support and whether it was sufficient. • Families of pupils who are in Y2, Y3, Y4 and Y5, and those children whose parents choose to continue to educate from home during the transition period will continue to be given support 	In part	<p>The school has provided Vouchers</p> <p>Regular newsletters</p> <p>have provided information for families to seek FSM support</p> <p>Families were</p>	Review of provision by 5.6.20	

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				contacted by phone to offer support		
Families with low income	<u>M</u>	<ul style="list-style-type: none"> The school considers families who may have been impacted financially, e.g. job loss, the threats faced to their income, housing, food and power, and how this may have affected pupils. 	ongoing	School is asking families to alert them to any changes in circumstance following the period of lockdown	Review re-joining information given by parents from 1.6.20	
Children related to key workers	<u>H</u>	<ul style="list-style-type: none"> The family member's role and the health risk involved (if they live with the pupil) are considered when organising support for the pupil. Possible effects on the pupil are also considered, such as: <ul style="list-style-type: none"> - Fear for the family member's safety. - Issues with family separation. - Concerns about lack of PPE. - Reports of deaths of those working in the same sector. - Death or illness of a family member's friend or colleague. 	Y	Key worker families were identified as part of our welfare checklist at the beginning of lockdown. Staff have maintained regular contact and offered support both by telephone and in person when parents were	Review re-joining information given by parents from 1.6.20	

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				accessing childcare provision on the school site.		
Children with SEND	<u>M</u>	<ul style="list-style-type: none"> The extent to which pupils were able to access learning is considered, including whether special or additional resources were provided to support them. The school also considers: <ul style="list-style-type: none"> The contact the pupil and their family had with the class teacher, support staff and the SENCO. Whether their paperwork is up-to-date, including annual reviews and target reviews. If it is not, the school considers how this can be updated in a timely manner and the information that can be used to support this. The additional support the pupil will need to reintegrate into school and emotional support, including help to manage sensory issues and anxiety. Whether the pupil has accessed support from external agencies during the lockdown period, e.g. speech and language therapy. The SENDCo and Class teachers continue to monitor the SEND pupils who are in Y2, Y3, Y4 and Y5, and those children whose parents choose to continue to educate from home during the transition period 	Y ongoing	Head teacher and SENDCo	Review re-joining information given by parents from 1.6.20	
Pupils who have experienced bereavement	<u>M</u>	<ul style="list-style-type: none"> The circumstances of the death and any funeral and memorial arrangements are considered. The impact on pupils of non-coronavirus deaths, disruption to mourning processes and funeral arrangements, and concerns about individuals dying alone is considered. 	Y ongoing	All staff	Review re-joining information given by parents from 1.6.20	

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		<ul style="list-style-type: none"> The Bereavement Policy is followed when offering support to pupils who have experienced loss. 				
Pupils who have experienced coronavirus first-hand	M	<ul style="list-style-type: none"> The following are considered: <ul style="list-style-type: none"> Did the pupil suffer from coronavirus themselves? Who else in the family suffered from coronavirus? Do they live with the pupil? Were they taken to hospital or admitted to ICU? Did the pupil have to act as a carer? Pupils identified as young carers are given consideration to determine whether they were able to access additional support and if they must act as a young carer in the short or long term. 	In part	Head teacher Class teacher	Review re-joining information given by parents from 1.6.20	
Pupils and/or their parent(s) who are part of the shielded group/suffering from ongoing ill health	M	<ul style="list-style-type: none"> The impact of additional restrictions on the pupil is considered, including anxiety and reduced opportunities for exercise. The school determines whether the family continued to receive support from relevant services during the lockdown period, and whether there were any concerns about the maintenance of treatment and supply of medication. 	In part	Head teacher Class teacher	Review re-joining information given by parents from 1.6.20	
Engagement in learning from home	L	<ul style="list-style-type: none"> To enable pupils to re-engage with in-school learning, the school considers how well pupils engaged with learning at home, focussing on the following: <ul style="list-style-type: none"> Contact with teachers. Whether work was completed. Whether they engaged with other learning. The level of support received from parents/carers, including the impact of parents/carers working from home and their ability and willingness to support learning. Children are not penalised for issues beyond their control which resulted in them being unable to engage with learning from home. Class teachers continue to monitor the engagement of/and support 	Y	Class teachers Regular welfare calls, access to Seesaw accounts	5.6.20	

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		given to pupils who are in Y2, Y3, Y4 and Y5, and those children whose parents choose to continue to educate from home during the transition period				
Access to space outside and engagement in exercise	<u>M</u>	<ul style="list-style-type: none"> The school identifies and arranges support for pupils who: <ul style="list-style-type: none"> - Have been living in overcrowded or unsuitable accommodation. - Did not have access to a garden or outdoor area. - Were regularly taking part in sporting activity that was restricted during the lockdown period. - Have a family member with disabilities or illnesses that meant the pupil was unable to leave their home. 	In part	Class teachers	Review re-joining information given by parents from 1.6.20	
Mental health	<u>H</u>	<ul style="list-style-type: none"> The school is aware that increased anxiety during the lockdown period was common and considers the impact of this, particularly where: <ul style="list-style-type: none"> - The pupil or a family member was already known to mental health services or awaiting the engagement of services. - The pupil or a family member had difficulties engaging with services when they were required. - The pupil or a family member was unable to access support that was taking place regularly before the lockdown period, e.g. weekly counselling sessions. Support for mental health is implemented in line with the SRE/PSHE Curriculum and policy. The school identifies those who were receiving support before the lockdown period, and those who may require support following this, and ensures a plan is in place to support these pupils. 	In part	Headteacher Class teachers SENDCo	Review re-joining information given by parents from 1.6.20	
Transitions between settings	<u>L</u>	<ul style="list-style-type: none"> The school considers the forms of information sharing that will be required to support the transition, including between settings and between the school and the pupil's family. 	ongoing	Staff liaison remotely with Dragon's Pre School, Bishops' High School, St	By end of summer term	

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				Mary's High School Consider the children awaiting in year transfers from out of area		
Pupils who lived between two homes	<u>L</u>	<ul style="list-style-type: none"> If pupils were able to access both homes, the school discusses with parents/carers how the pupil managed within different environments and determines the risks posed in each home. If pupils were unable to access both homes and could not see part of their family for an extended period of time, any additional anxieties caused by this are assessed. 	ongoing	Review re-joining information given by parents from 1.6.20	5.6.20	
Social development	<u>M</u>	<ul style="list-style-type: none"> Consideration is giving to pupils who were not able to interact with other children during the lockdown period and the impact this will have on their social development. If pupils were able to interact, the school determines whether the interaction was face-to-face or online and the impact this will have on their social development. 	ongoing	Review re-joining information given by parents from 1.6.20	5.6.20	