

5 - Emotional and Behavioural Considerations

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns I or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
6	0	0	1.00
			LOW

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
5	0	0	1.00
			LOW

CURRENT:					
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
6	0	0	0	0	0
6	0	0	0	0	0

FUTURE:					
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high	
5	0	0	0	0	0
6	0	0	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk Level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	Pupils and staff	emotional wellbeing affected	<ul style="list-style-type: none"> • Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family 	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family • Bereavement policy shared with staff and parents • Staff Well being - mental health resources signposted including PXL resource and webinars, telephone number from Education Support circulated 0800052564 • *XP helpline for staff and parents to access • *Taking Care Project, PXL "A Mind to be Kind" resources, mindfulness activities, circle time, Protective Behaviours 	1 - Very low	1 - Very low	LOW	SLT / Teaching Staff	By 31st May			
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life (particularly pupils who attend PRUs)	Pupils and staff	Unable to access learning or school routines	<ul style="list-style-type: none"> • Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) 	1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure) 	1 - Very low	1 - Very low	LOW	SLT / Teaching Staff	By 31st May then ongoing.			
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?				1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Identify the particular pupils who could be vulnerable to exclusion. • Facilitate a phased return (if required) to meet specific needs. • Behaviour Policy updated to identify any further additional support needed for COVID-19 	1 - Very low	1 - Very low	LOW	Deputy Headteacher	Ongoing			
EY children may struggle with the return to routine and full-time education (almost like a second September start)				1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Liaise with parents prior to the start date so that parents can prepare their children (walk them to school and back home each day - practise putting their uniform on - structure the day at home to begin to mirror the day at school - get children excited about seeing their friends again) • Communicate to parents that the Foundation unit will look different due to the removal of resources, equipment, soft furnishings etc - maybe share photographs over StarLeaf chats with the children and parents 	1 - Very low	1 - Very low	LOW	Class teachers	From 1st June			
Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming				1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Plan some social 'catching up' time for pupils and their friends that observe social distancing rules (almost a type of speed dating/rotational activity) so that they are emotionally prepared to learn • Regular StarLeaf chats before Foundation return to school to enable children to engage with their friends and teachers 	1 - Very low	1 - Very low	LOW	SLT / Teaching Staff	From 1st June			
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home				1 - Very low	1 - Very low	LOW	<ul style="list-style-type: none"> • Reassure parents of the social distancing strategies that are being followed in school - communicate to parents via email, school app and website • Share risk assessment with parents via email, app and website 		1 - Very low		SLT / Teaching Staff	From 1st June			National guidance Local - Leaflet for parents with consistent messages on social distancing.

