

## Loudwater Combined School

### Risk assessment for the opening of the school for vulnerable pupils and the children of key workers and the provision of remote learning for all other pupils

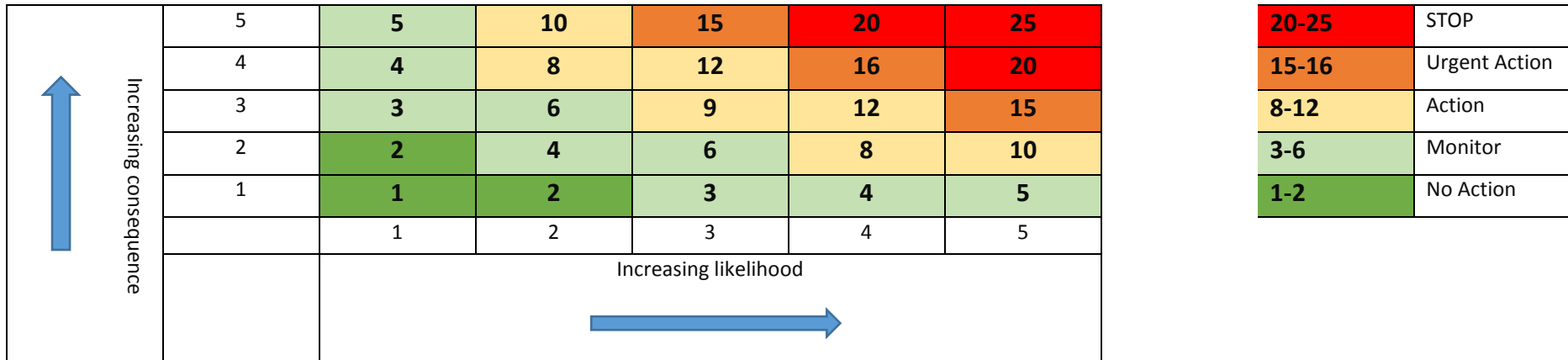
C – consequence L – likelihood

Hazard/Issue	C	L	Risk	Consequences	Control Measures
<p><u>WELL-BEING / SUPPORT</u></p> <p>Some staff could be coming back both physically and mentally tired</p> <p>Many may have had additional worries (and will continue to have additional worries) about members of their family and friends</p> <p>There is a contradiction about what individuals have been asked to do in their personal lives and what they are now expected to do at work.</p> <p>Rates of infections continue to rise.</p>	5	4	20	<p>Staff will not be able to come to work because they feel that the environment is not safe.</p> <p>Staff will experience unacceptable levels of stress which may mean that they are unable to work.</p>	<p>Regular informal check ins with staff from SLT to provide reassurance and the opportunity to discuss any concerns at an early stage.</p> <p>Staff aware of employee counselling services.</p> <p>Staff to wear face coverings or shields when moving around the building.</p> <p>Staff may choose to wear face coverings when teaching groups.</p> <p>When working in the classroom environment there should be no more than 10 pupils and 2 adults in each room to allow for adequate social distancing between staff and between staff and pupils.</p> <p>Teachers will continue to have their entitlement to PPA cover to help manage their workload.</p>
<p><u>EMOTIONAL SUPPORT</u></p> <p>Many children will be looking forward to returning to school, but some may be concerned about the new variant and increasing rates of infection.</p> <p>Children will be aware that their experience of Christmas has been different to previous years and what they were expecting to happen.</p> <p>Many children will be overwhelmed by the implicit message that other people could be dangerous to their health</p> <p>Again, many will not have experienced</p>	3	3	9	<p>Children’s wellbeing impacted because of a sudden change in routine.</p> <p>Children do not have the support network they are used to at school to discuss any concerns with</p>	<p>Jackie Boyce (FSA) will not be assigned to manage a group of children so that she can be available to work virtually with children and parents.</p> <p>This advertised to parents on initial letter (4.1.21) and on subsequent Friday newsletters</p> <p>Monitoring these children closely to enable measures to be put in place to support their well-being. This will be the case for those who have returned and those who are engaging with remote learning</p>

<p>other people apart from their immediate family being in their personal space over the past few weeks</p> <p>If some families have not followed Tier 4 guidance this may create anxiety for children who may have been told not to discuss their Christmas holiday experiences.</p>					
<p><u>SAFEGUARDING</u></p> <p>It is important that we are alert to children who may not have come under the radar before and be aware that some may have suffered some harm during this time.</p> <p>Some families will have found Christmas a challenging time this year; plans changing, social isolation &amp; financial issues</p> <p>The impact of these issues may be even greater for children with special needs or those who are disadvantaged</p>	4	3	12	<p>There may be some children who are not engaging with remote learning and who will not be in school and we will need to explore the reasons for their limited or lack of engagement</p>	<p>Jackie Boyce to make calls to families we are not 'seeing'</p> <p>Class teachers to make her aware of anyone they believe may be at risk.</p> <p>If concerns remain or contact cannot be made follow normal safeguarding protocols around involving social care or seeking advice from First Response.</p>
<p><u>CONTACTS</u></p> <p>Minimising the number of contacts each child and staff member has during the course of the day</p>	4	4	16	<p>Increased risk of infection</p>	<p>Maintain bubbles that are no larger than 10 children and 2 adults, so that the maximum number of children in school is 70.</p> <p>Stagger break and lunchtimes so that bubbles do not meet. This will mean that most classes will need to have their lunch in the classroom.</p> <p>Playtimes will need to be limited to avoid contact around the school, to or from the playground</p>

Hazard/Issue	C	L	Risk	Consequences	Control measures
<p><u>MAINTAINING RIGOROUS HYGIENE MEASURES</u> Being unable to do this due to inadequate staff pupil ratios</p>	4	4	16	Increased risk of infection	<p>Children's temperatures will be taken when they come into school routinely.</p> <p>Pupils will be supervised to wash their hands on regular occasions throughout the day: arrival at school, when using the toilet, before and after sessions in the IT suite, after break-time and PE sessions, before and after eating.</p> <p>Good respiratory hygiene will be emphasised 'Catch it, bin it, kill it' – posters displayed, tissues available, bins emptied regularly.</p> <p>Social distancing will be promoted as far as is practicable – between staff and between staff and children</p> <p>More regular cleaning of touch points by caretaker and cleaning staff</p> <p>When working in indoor environments there should be no more than 10 pupils and 2 adults in each room to allow for adequate social distancing between staff and between staff and pupils.</p>
<p><u>MAINTAINING STAFFING RATIOS</u> Unavailability of some staff members to work in the school environment due to shielding advice or being unwell</p>	5	4	20	Inadequate staff/pupil ratio will mean that control measures for other areas cannot be maintained	<p>We cannot accept more children than our risk assessments have accounted for – and this will need to be revised down should there be increased staff absence/illness.</p> <p>When working in the classroom environment there should be no more than 10 pupils and 2 adults in each room to allow for adequate social distancing between staff and between staff and pupils.</p>

Risk calculator used:



Should there be more requests for places that we can satisfy the following criteria will be applied. This is taken from the government guidance: **Children of critical workers and vulnerable children who can access schools or educational settings – updated 8<sup>th</sup> January 2021**

**Vulnerable children and young people**

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET (‘not in employment, education or training’)
  - those living in temporary accommodation
  - those who are young carers

- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

### **Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can.

#### **Health and social care**

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

#### **Education and childcare**

This includes:

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

#### **Key public services**

This includes:

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

#### **Local and national government**

This only includes those administrative occupations essential to the effective delivery of:

- the coronavirus (COVID-19) response, and the delivery of and response to EU transition

- essential public services, such as the payment of benefits and the certification or checking of goods for import and export (including animal products, animals, plants and food), including in government agencies and arms length bodies

### **Food and other necessary goods**

This includes those involved in food:

- production
- processing
- distribution
- sale and delivery
- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

### **Public safety and national security**

This includes:

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak and EU transition)
- fire and rescue service employees (including support staff)
- National Crime Agency staff
- those maintaining border security, prison and probation staff and other national security roles, including those overseas

### **Transport and border**

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition, including those working on transport systems through which supply chains pass and those constructing or supporting the operation of critical transport and border infrastructure through which supply chains pass.

### **Utilities, communication and financial services**

This includes:

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response

- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
- postal services and delivery
- payments providers
- waste disposal sectors

*Clare Cunnington*

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*Paul Randall*  
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Clare Cunnington  
Head teacher

Paul Randall  
Chair of Governors

5<sup>th</sup> January 2021

1<sup>st</sup> review 9.1.21 to include updated information about critical workers

Review by 5.2.21 unless government guidance updated earlier

