

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

RISK OVERALL

CURRENT:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
0	6	0	9.50
			MEDIUM

FUTURE:			
LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	2	0	4.67
			MEDIUM

RISK BREAKDOWN

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

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

currently and following mitigating actions				Formulas Don't delete		Formulas Don't delete										
Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What <u>EXISTING</u> controls or mitigations are in place today?	Considering existing controls / mitigations, please assess <u>CURRENT</u> Risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What <u>FURTHER</u> actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate <u>EXPECTED</u> risk level (1 - 5) Likelihood / prevalence of risk occurring	Severity of Risk if it occurs	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	
Some pupils may have experienced a bereavement in their family due to Covid-19	Child and families	Emotional trauma	learning mentor skilled at supporting families signposting to relevant outside agencies such as bereavement counselling and educational psychology	3 - Medium	3 - Medium	MEDIUM	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. All staff have completed a bereavement course during the first lockdown. Staff trained in trauma and attachment during this academic year. We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. School will work closely with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.	2 - Low	2 - Low	LOW	Learning mentor	ongoing throughout academic year				
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life	children	SEMH difficulties	children are closely monitored and support given as and when needed	3 - Medium	3 - Medium	MEDIUM	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) It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	2 - Low	3 - Medium	MEDIUM	DHT/SENDCo and learning mentor	ongoing throughout academic year				
Some pupils may be more vulnerable to exclusion. Behaviour policy needs to be reviewed to reflect the additional support needs of your pupils?	Children	SEMH difficulties	vulnerable children closely monitored and supported	3 - Medium	3 - Medium	MEDIUM	Identify the particular pupils who could be vulnerable to exclusion. Facilitate a phased return to meet their needs, where applicable. Review behaviour policy to reflect the additional support that might be needed. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.	2 - Low	2 - Low	LOW	DHT/SENDCo and learning mentor	ongoing throughout academic year				
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	children	SEMH difficulties	None	3 - Medium	3 - Medium	MEDIUM	PSHE curriculum built around building resilience and stamina. Curriculum will be designed with a heavy steer towards any 'lost learning' across all subjects as well as working to close any gaps that may have formed.	2 - Low	2 - Low	LOW	DHT/SENDCo and learning mentor	ongoing throughout academic year				
Some parents may be reluctant to send their children to school because of the risk of infection and bringing the virus back into the family home during periods where one case or a small outbreak may occur	Children and families	SEMH difficulties	None	4 - High	3 - Medium	MEDIUM	Reassure parents of the mitigations that are being followed in school and the social, emotional and academic benefits associated with their child being back in school. Provide extra capacity to the attendance team/learning mentor, so that they can work with and support relevant families to get their pupils back into school.	3 - Medium	2 - Low	MEDIUM	HT and learning mentor	ongoing throughout academic year			National guidance Local - Leaflet for parents with consistent messages on social distancing.	

Support for emotional wellbeing	Children and staff	SEMH difficulties	Support available for staff and children through signposting opportunities	3 - Medium	3 - Medium	MEDIUM	<p>Where necessary, provide focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdclearing platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.</p> <p>Consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues - support for pupils with additional and complex health needs- supporting vulnerable children and keeping children safe.</p> <p>Work closely with school nursing team - To ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>	2 - Low	2 - Low	LOW	HT	ongoing
END OF TABLE - DO NOT ENTER INFO BELOW HERE												