

## COVID-19: Risk Assessment

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education.

School name:	Forest Academy	Assessment conducted by – name:	Abigail Oldfield
Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers, vulnerable people	Assessment conducted by – job title:	Interim Principal
Assessment date:	13/12/2021	Review interval:	Monthly
		Date of next review:	13/01/2022

Note: Risks assessments must be reviewed quarterly, whenever there is a significant change in the activity and following any incident. Risk assessments must be retained for a period of 6 years.

Related documents	
<p>Trust/Local Authority/School documents:</p> <p>Croydon LA Education Setting Cv19 Flowchart:  <a href="https://drive.google.com/drive/folders/1RbulNUe6gBVM1TFgozRQ_mDRp5KDsbyC">https://drive.google.com/drive/folders/1RbulNUe6gBVM1TFgozRQ_mDRp5KDsbyC</a></p> <p>CV19 Education Settings Resource Pack:  <a href="https://drive.google.com/drive/folders/1RbulNUe6gBVM1TFgozRQ_mDRp5KDsbyC">https://drive.google.com/drive/folders/1RbulNUe6gBVM1TFgozRQ_mDRp5KDsbyC</a></p> <p>Inspire Trust Hub C Global Curriculum:  <a href="https://drive.google.com/drive/u/2/folders/1kBX-hw4A_0cvPYJSWsrFqcbN3A2dUCr3">https://drive.google.com/drive/u/2/folders/1kBX-hw4A_0cvPYJSWsrFqcbN3A2dUCr3</a></p> <p>FA Full Opening Guidance (Staff Handbook) Sept 2021:  <a href="https://drive.google.com/drive/u/2/folders/1EfjdF1JVj--XjtkzNcLwkbZtnHZm8Ej4">https://drive.google.com/drive/u/2/folders/1EfjdF1JVj--XjtkzNcLwkbZtnHZm8Ej4</a></p> <p>Health and Safety Policy:  <a href="https://drive.google.com/drive/folders/19jwdtRAs3RlkxJKW89rSiIgvHgrKd3KT">https://drive.google.com/drive/folders/19jwdtRAs3RlkxJKW89rSiIgvHgrKd3KT</a></p> <p>Remote Education Guidance:  <a href="https://www.forestacademy.org.uk/attachments/download.asp?file=593&amp;type=pdf">https://www.forestacademy.org.uk/attachments/download.asp?file=593&amp;type=pdf</a></p>	<p>Government guidance:</p> <p><a href="#">School operation guidance</a></p> <p><a href="#">Contingency Framework: education and childcare settings</a></p> <p><a href="#">Safe working in education, childcare and children's social care</a></p> <p><a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a></p> <p><a href="#">COVID-19: cleaning in non-healthcare settings</a></p> <p><a href="#">GOV PPE use guidance for Non-Aerosol Generating Procedures</a></p> <p><a href="#">Gov Stay at Home Guidance</a></p> <p><a href="#">Gov arranging a COVID test</a></p> <p><a href="#">NHS Test &amp; Trace Guidance</a></p> <p><a href="#">NHS Posters</a></p> <p><a href="#">Coronavirus Safer Travel Guidance for Passengers</a></p>

<p>Intimate Care Policy:  <a href="https://www.forestacademy.org.uk/attachments/download.asp?file=808&amp;type=pdf">https://www.forestacademy.org.uk/attachments/download.asp?file=808&amp;type=pdf</a></p> <p>Positive Handling Policy:  <a href="https://www.forestacademy.org.uk/attachments/download.asp?file=904&amp;type=pdf">https://www.forestacademy.org.uk/attachments/download.asp?file=904&amp;type=pdf</a></p> <p>Behaviour Policy:  <a href="https://www.forestacademy.org.uk/attachments/download.asp?file=910&amp;type=pdf">https://www.forestacademy.org.uk/attachments/download.asp?file=910&amp;type=pdf</a></p> <p>Covid Outbreak Management Plan:  <a href="https://www.forestacademy.org.uk/page/?title=COVID%2D19&amp;pid=108">https://www.forestacademy.org.uk/page/?title=COVID%2D19&amp;pid=108</a></p> <p>Child Protection and Safeguarding Policy:  <a href="https://www.forestacademy.org.uk/attachments/download.asp?file=905&amp;type=pdf">https://www.forestacademy.org.uk/attachments/download.asp?file=905&amp;type=pdf</a></p>	<p><a href="#">GOV Extra Mental Health Support for Pupils and Teachers</a></p> <p><a href="#">Travel Abroad and Coronavirus (COVID-19)</a></p> <p><a href="#">Teaching a broad and balanced curriculum for education recovery</a></p> <p><a href="#">NHS Test and Trace in the workplace</a></p>
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## Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major health issue, significant reduction in educational attainment or risk of complete failure in operational delivery	H	H	M
	Severe: Causes illness requiring medical attention, reduced education attainment that cannot be recovered in the academic year or significant reduction in operational delivery	H	M	L
	Minor: Causes short-term, recoverable health issues, recoverable reduction in education attainment or manageable reduction in operational delivery	M	L	L

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Area for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional measures / comments	In place? (Yes/No)	Residual risk rating (H/M/L)
Infection control						
Spread of COVID-19 due to poor hygiene and infection control	M	<ul style="list-style-type: none"> <li>From 13<sup>th</sup> December, office workers who can work from home should do so. Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work</li> <li><a href="#">Current government guidance</a> has been applied, and specifically the DfE system of control measures set out in the latest government guidance are in place as follows (including for wrap around provision):</li> <li><b>Face coverings</b></li> <li>All adults and visitors are strongly encouraged to wear a face covering in all communal areas (this does not need to be when outdoors)</li> <li>Transparent visors or shields can be worn but this should not be in replacement of a face covering</li> <li>The school will hold a contingency supply of face coverings</li> <li>All staff and visitors will be reminded to engage in good hygiene practice when removing and wearing a face mask</li> <li><b>Ensuring good hygiene for everyone</b></li> <li>Hand cleaning is regular practice. Children will clean their hands regularly (with soap and water or hand sanitiser)</li> <li>Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school.</li> <li>Resources are available to enable staff to follow the 'catch it, bin it, kill it' approach</li> <li>Posters are downloaded which remind pupils and staff about the approach and the importance of handwashing. These are displayed around the school, particularly by washbasins/ toilets and at entry/exit points</li> <li>As with hand washing routines, younger children and those with complex needs should be helped to get this right</li> </ul>	Y		Y	L

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		<ul style="list-style-type: none"> <li>• <b>Maintain appropriate cleaning, regimes, using standard products such as detergents</b></li> <li>• In line with the cleaning in non-healthcare guidance regular cleaning of areas and equipment should be put in place, with a particular focus on frequently touched surfaces:</li> <li>• frequently touched surfaces, areas and equipment being cleaned more often than normal</li> <li>• ensure spaces remain clutter free</li> <li>• cleaning company engage in daily cleaning of classrooms and common areas start/end of day</li> <li>• staffrooms to be cleaned regularly by the cleaners and staff take responsibility for cleaning their own space</li> <li>• Stock checks and stock control are maintained by the Premises Team</li> <li>• <b>Current guidance</b> should be followed</li> <li>• <b>Keep occupied spaces well ventilated</b></li> <li>• When the school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. This can be achieved by a variety of measures including: natural ventilation – windows are opened (in cooler weather windows are opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Internal doors are opened where possible to assist with creating a throughput of air. natural ventilation – if necessary external opening doors (as long as they are not fire doors and where safe to do so)</li> <li>• DfE-provided CO2 monitors will be strategically placed to monitor ventilation and if any improvement is needed</li> <li>• The school has identified any poorly ventilated spaces and undertaken additional steps to improve fresh air flow in these</li> </ul>				

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		<p>areas, giving particular consideration when holding events where visitors such as parents are on site (e.g. school plays)</p> <ul style="list-style-type: none"> <li>• <b>Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</b></li> <li>• The school has informed parents, students, carers, employees, contractors and visitors not to enter the school if: <ul style="list-style-type: none"> <li>• they are displaying any symptoms of coronavirus (following the COVID-19 guidance for households with possible coronavirus infection),</li> <li>• they are legally required to quarantine, having recently visited countries on red list</li> <li>• they have had a positive test</li> </ul> </li> <li>• have been in close contact with someone who tests positive for COVID-19 (exceptions if they are fully vaccinated; under 18yrs 6mnths, taking part in a vaccine trial or unable to get vaccinated due to medical reasons) <ul style="list-style-type: none"> <li>- Fully vaccinated individuals and children aged 5 to 18 years and 6 months who have been identified as a close contact of someone with COVID 10 – whether Omicron or not – should take an NHS rapid lateral flow test every day for 7 days to help slow the spread. These results must be reported to education setting each day and via the online reporting system</li> </ul> </li> <li>• School strongly encourages parents and other visitors to take a lateral flow device (LFD) test before entering the school</li> <li>• Key contractors are aware of the school's control measures and ways of working.</li> <li>• The school can take the decision to refuse a pupil to come into school despite a parent or carer insisting in the school's reasonable judgment to protect other pupils and staff from possible infection with COVID-19</li> </ul>				

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		<ul style="list-style-type: none"> <li>Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do</li> <li>Regular communication with parents will remind them of the guidance and their responsibilities</li> <li>Close contacts will be identified via NHS Test and Trace. If staff test positive whilst away from work, NHS Test and Trace will work with them to identify close contacts. If contacted by NHS for support, school will work with them to identify close contacts.</li> <li>If anyone at school develops COVID-19 symptoms however mild, they will be sent home and should follow public health advice.</li> <li>If a child is sent home, a member of the family or household will be asked to collect them wherever possible</li> <li>If anyone is sent home, they will be advised to avoid using public transport</li> <li>A child awaiting collection will be left on their own if possible and kept at a distance from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids. A room or space will be provided for a child awaiting collection. The rooms used will be cleaned after they have left.</li> <li>If the child uses the bathroom, it will be thoroughly disinfected before use by anyone else.</li> <li>School to promote asymptomatic testing, where staff should undertake twice weekly home tests whenever they are on school site</li> <li>Any staff and pupils with a positive LFD test result should self-isolate in line with the stay-at-home guidance. They will also need to get a PCR test to check they have COVID-19. Whilst waiting for PCR result, the individual should continue to self-isolate</li> </ul>				

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		<ul style="list-style-type: none"> <li>• If PCR test is taken within 2 days of the positive lateral flow tests, and is negative, it overrides the LFD test and the staff/pupil can return to school as long as they have no COVID-19 symptoms</li> <li>• Any staff who receive a positive PCR test without undertaking a LFD test will need to isolate immediately and follow government guidance</li> <li>• Any staff or pupil who test positive to communicate with school leaders, including whether they have been identified as carrying the Omicron variation</li> <li>• All individuals who have been identified as a close contact of a suspected or confirmed case of the Omicron variant of COVID-19, irrespective of vaccination status and age, will be contacted directly and required to self-isolate immediately and asked to book a PCR test</li> <li>• Contingency plan is in place for the school setting should the need arise</li> <li>• If there is a rise in COVID cases, school to maintain contact with the DfE and UK Health Security Agency to seek additional advice and implement greater safety measures as outlined in the contingency plan.</li> <li>• School maintains a test kit log and a separate results log</li> <li>• School to maintain adequate stocks of LFD test kits</li> <li>• Staff and pupil absence related to COVID-19 is monitored and carefully tracked so that no pupils or staff are accepted back into school before the incubation timeline has elapsed as set out in the latest government guidance (monitored by ELT)</li> <li>• Support and advice are sought from the Trust for any queries/complex cases. Further advice is sought from the Local Authority/DfE/UK Health Security Agency as required</li> <li>• School should communicate with parents of affected classes/groups as appropriate when cases are confirmed.</li> <li>• <b>Follow government travel advice</b></li> <li>• All travellers arriving into the UK will need to isolate and get a PCR test by 'day two' after arrival. They may end their isolation</li> </ul>				

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		<p>once they receive a negative result. If the result is positive, they should continue to isolate and follow rules on isolation following a positive test.</p> <ul style="list-style-type: none"> <li>Unvaccinated arrivals aged over 18 will follow the existing, more onerous, testing and isolation regime. (i.e. full isolation for 10 days regardless of test outcome)</li> <li>All Red list arrivals will enter quarantine.</li> <li>School to advise parents (and staff) of travel guidance and any impact it may have on their child's education</li> </ul>				
Lack of / incorrect use of PPE or inappropriate disposal leading to increased risk of infection	M	<ul style="list-style-type: none"> <li>The latest <b>government guidance on wearing PPE</b> in schools is applied</li> <li>School guidance has been issued to staff around the need for PPE, how to put on, and take off, PPE and dispose of PPE correctly.</li> <li>The need for PPE in some circumstances, such as providing first aid, intimate care or behaviour support, will be subject to a thorough individual risk assessment where necessary and be in keeping with the school policies</li> <li>Adequate supplies of PPE are secured for staff where risk assessment identifies wearing of PPE is required. Premises Team and office to monitor and re-order as needed</li> <li>Spill kits are available to be used when cleaning visible bodily fluids produced by a person with coronavirus (COVID-19) to reduce the risk of contamination</li> <li>Staff are provided with face masks if specifically required. Gloves and aprons are made available if required which can be requested by the main office / ELT</li> </ul>	Y		Y	L
Staff and pupil wellbeing						



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Staff and pupils (or close family members), which current evidence suggests, have increased vulnerability to infection or poorer outcomes from COVID-19 are not given adequate consideration for this higher risk of infection leading to higher risk of infection in this group	M	<ul style="list-style-type: none"> <li>The latest <a href="#">government guidance</a> is applied</li> <li>Attendance to be monitored by Attendance Officer and Interim Principal</li> <li>Staff and pupils are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically extremely vulnerable as set out in the latest government guidance</li> <li>An individual risk assessment is in place for any clinically extremely vulnerable members of staff and this is reviewed regularly</li> <li>A pregnancy risk assessment is in place for any pregnant staff and this is reviewed regularly (half termly or with changing government guidance)</li> <li>School to support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.</li> <li>In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice</li> <li>In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice</li> </ul>	Y		Y	L
Staff and / or Pupils suffer deterioration in their Mental health due to COVID-19	M	<ul style="list-style-type: none"> <li>Wellbeing/mental health issues are discussed with pupils during PSHE/assemblies and at other appropriate opportunities</li> <li>Regular contact is kept with any vulnerable families who are isolating. Monitoring is kept on CPOMS</li> <li>Age-appropriate websites/resources are provided for pupils. Staff direct pupils to these resources and are open to discussing them</li> <li>ELT have provided staff with up to date guidance (Mental Health Support by Gov)</li> <li>Pastoral support and extra-curricular activities should be used to support with re-building friendships and improving mental well being</li> </ul>	Y		Y	L

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		<ul style="list-style-type: none"> <li>School will continue to draw on external support for children as necessary</li> <li>Staff are directed to the trust's Employee Assistance Programme provider and are made aware useful websites and resources that they might find also find helpful themselves.</li> </ul>   <ul style="list-style-type: none"> <li>Line managers stay in touch regularly with staff and check that they are well</li> <li>Staff are made aware of the Test and Trace Support Scheme</li> <li>Staff are made aware of national initiatives including the Well-being for Education return programme and Education Support helpline</li> <li>Staff briefings and training focus on wellbeing, recognising the importance of their own wellbeing and that of their pupils</li> <li>Wellbeing and work-life balance are promoted with all staff</li> <li>The trust has access to trained staff who can deliver any bereavement counselling and support</li> </ul>				
Operational issues						
Current policies and procedures have not been adapted/updated to take account of COVID-19	M	<ul style="list-style-type: none"> <li>Existing policies and procedures have been updated/adapted to take account of COVID-19 impact</li> <li>Fire procedures have been reviewed and revised where required, e.g., due to possible absence of Fire Marshalls</li> </ul>	Y		Y	L

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impact resulting in conflict between policies or policies not fit for purpose in the current Covid climate		<ul style="list-style-type: none"> <li>A staff rota for additional Fire Marshalls has been drawn up to cover any absences. Any additional staff temporarily taking on the role have been briefed accordingly</li> </ul>				
Staff shortages due to absence may compromise operational safety	M	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is regularly updated so that deployment can be planned. Staff reminded of staff absence procedure</li> <li>All SLT/senior staff members are briefed on each other's roles in order to avoid any single point of failure. Staff have been trained /briefed across disciplines to avoid any single points of failure</li> <li>Sufficient cover/supply staff are available</li> <li>There are sufficient qualified first aiders to cover the numbers of staff and pupils on site, monitored by ELT and First Aid lead (SA)</li> <li>Premises staff levels are maintained and suitable for the use of the building</li> <li>Appropriate cleaning and premises staffing levels are in place</li> <li>Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste</li> </ul>	Y		Y	L
Hazardous substances management, unsuitable COSHH management and unsafe use of chemicals leading to ill-health, environmental contamination or fire.	M	<ul style="list-style-type: none"> <li>Suitable storage and management of flammable hand sanitizer is in place – undertaken H&amp;S Audit with Premises team</li> <li>All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately</li> <li>Material safety data sheets are held for all chemicals and readily available to all staff</li> <li>All cleaning chemicals are stored safely and securely in accordance with requirements</li> <li>COSHH safety training has been completed by all those using chemicals for cleaning, COSHH e-learning training is available from the Judicium portal</li> <li>Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.</li> </ul>	Y		Y	L

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Catering arrangements lead to increased risk of infection; failure of provision leads to pupils not being fed properly	M	<ul style="list-style-type: none"> <li>The catering services are aware of all the latest government guidance and adhere to this. xxx have provided a separate risk assessment for their staff and safe handling of food, in-line with government guidance.</li> <li>The HACCP processes and waste disposal arrangements have been reviewed to reduce the spread of coronavirus</li> <li>Benefit-related FSM pupils will be provided for whether they are in school or at home (term time). This will be provided in accordance with government guidance.</li> <li>Parents will be encouraged to register for FSM where their financial circumstances meet criteria.</li> </ul>	Y		Y	L
Education risks						
Risk of all pupils from Inspire Partnership schools failing to maintain recommended daily learning activities and continuing to make good progress. The risks of not maintaining good learning progress are especially high for pupils with SEND, younger age pupils and pupils deemed disadvantaged.	M	<ul style="list-style-type: none"> <li>School will follow the usual systems for monitoring and reporting poor attendance</li> <li>School has identified 'at risk' families and develop plans to re-engage these families</li> <li>School leaders held Progress Review Meetings at the end of the Summer term to ensure gaps have been appropriately identified and effective strategies are in place for the new year</li> <li>School to ensure that, where appropriate, pupils engage with remote learning via electronic devices / printed learning. Engagement tracker to identify those not accessing learning and agreed actions devised accordingly and class teacher to monitor children's attendance and participation on the daily zooms</li> <li>Audit of provision of parental access to broadband networks / devices per household / access flexibility / pupils at risk of not completing learning or engaging in learning.</li> </ul> <p>Planned intervention to include:</p> <ul style="list-style-type: none"> <li>Ensure pupils without access are provided with school device resources. (list of devices stored and household data. All loan laptops have been logged and school offering printed home learning packs for those requested). School has a list of families with devices accessible for any return of home learning. All laptops and devices have been stored and tracked</li> </ul>	Y		Y	L

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		<ul style="list-style-type: none"> <li>Covid recovery premium funding is strategically planned for and utilised. This is recorded on the catch-up funding strategy document and is available on the school website</li> <li>Inspire Community Collective Catchup (CCC) working party established to address parental engagement and how to engage them with their learning to support the idea of education and form positive relationships with school</li> </ul>				
Widening of education gaps for pupils with SEND further disadvantaging them in comparison to their peers	M	<ul style="list-style-type: none"> <li>Ensure that pupils with identified learning needs continue to make progress and have their needs met.</li> <li>All pupils with an EHC plan and vulnerable pupils requiring 1:1 support have an individual learning plan in place which clearly identifies bespoke strategies to ensure learning needs are met. Learning plans should include:               <ul style="list-style-type: none"> <li>Additional resources required to complete remote learning (where appropriate)</li> <li>How additional adults are providing learning support and any other factors that are contained in EHC plans that require modification</li> <li>How learning progress and needs are communicated with parents and carers</li> <li>Specific learning strategies required to be supported by parents and carers</li> </ul> </li> </ul>	Y		Y	L
Widening of education gaps for pupils with poor language and vocabulary as a result gaps in attainment widen	M	<ul style="list-style-type: none"> <li>To ensure that pupils continue to maintain progress language and oracy development. Risk mitigation includes:               <ul style="list-style-type: none"> <li>SLT to monitor that Inspire Partnership EYFS guidance document is being used to support planning.</li> <li>SLT to monitor that Inspire Partnership Language and Oracy framework is being adapted for any remote learning and supports weekly planning in school.</li> <li>Leaders to routinely monitor promotion of good oracy skills in lessons</li> <li>Remote learning/in school learning to include recommended sentence stems / discussion items to be included in remote learning and clear modelled vocabulary for each session.</li> </ul> </li> </ul>	Y		Y	L

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		<ul style="list-style-type: none"> <li>- School has identified specific pupils for planned language and oracy intervention delivered by identified adults.</li> <li>- ELT &amp; SENCo have monitored planning / EHC plans to ensure any specific language and vocabulary needs are differentiated and included in remote learning / physical learning</li> <li>- Leaders have worked with planning teams to ensure that phonics interventions occur for all pupils not making required progress or who have been identified as at risk of not making sufficient progress via learning assessments.</li> </ul>				
Risk of widening of education gaps as a result of failure to focus on core provision expectations.	M	<ul style="list-style-type: none"> <li>• The latest non-statutory guidance on Education Recovery Curriculum is followed and reflected in remote learning policy <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999590/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999590/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></li> <li>• Planning and monitoring of education provision ensures that quality first teaching follows national guidance and Trust wide expectations.</li> <li>• All visits will be conducted in line with relevant COVID-19 Guidance and regulations in place at the time.</li> <li>• Sports fixture competitions with other schools that take place outside have resumed and follow Guidance</li> <li>• A risk assessment – in line with the school's policy will be carried out for all educational visits.</li> <li>• Whilst a broad and balanced curriculum should remain in place, school leadership teams may consider suspension of some subjects for some pupils in exceptional circumstances e.g. PRIME areas in EYFS may be given more attention for some children</li> <li>• Across KS1/KS2 reading should be a focus in every curriculum subject. Children should have regular opportunities to read, be read to and to develop their vocabulary/spoken language skills. Schools will monitor planning, lessons, pupil voice etc. to ensure this is prioritised by all staff</li> </ul>	Y		Y	L

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Additional site-specific issues						
Additional safeguarding concerns due to not seeing children daily in light of any self-isolation or lockdown	M	<ul style="list-style-type: none"> <li>• DSLs in school in contact with external agencies including social workers</li> <li>• Weekly phone calls to take place with all children for those deemed vulnerable</li> <li>• Home visits will be conducted by HSSW if deemed necessary</li> <li>• HSSW to engage in constant dialogue with family and keep track on CPOMs</li> </ul>	Y		Y	L