

Risk Assessment following updated Government guidance effective from the 17th May



Cookham Rise Primary School

Who is at Risk?

Pupils, Staff and Pupils' families

Last update: 17th May 2021

How can the hazards cause harm?

Illness, COVID 19 outbreak

This is based on the following systems of control which are then addressed separately below:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.**
- 2) Ensure face coverings are used in recommended circumstances.**
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.**
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.**
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.**
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.**
- 7) Keep occupied spaces well ventilated.**

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.**
- 9) Promote and engage in asymptomatic testing, where available.**

This is based on the following DFE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf

In response to any infection we must always:

10) Promote and engage with the NHS Test and Trace process.

11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.

12) Contain any outbreak by following local health protection team advice.

We have used the guidance directly and then added any specific Cookham Rise measures in green.

Updates added on the 17th May.

Specific Issue	Control Measures	Who	Notes & associated documents
1. Prevention			

<p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</p>	<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>We will follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>If anyone in our school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we:</p> <ul style="list-style-type: none"> • will send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • will advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • will advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p>	<p>HD SOM</p>	<p>PHE South East - Thames Valley Health Protection Team: Guidance for Childcare and Educational Settings in the Management of COVID-19</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p>
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	<p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) • they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • they have tested positive from an LFD test as part of a community or worker Programme 		
	<p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> • they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required (Lighthouse Room and if this space is not available the front lobby) • a window will be opened for fresh air ventilation if it is safe to do so • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) 	All	

<p>Ensure face coverings are used in recommended circumstances</p>	<p>Face coverings will be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). They will also be worn in the playground if they choose when coming into contact with parents e.g. at the end of the school day</p> <p>Children in primary school do not need to wear a face covering.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. School staff may choose to wear a visor in the classroom if they want to.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff should consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>We will have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering 	<p>All</p>	<p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>
<p>Ensure everyone is advised to clean their hands thoroughly and more often than usual</p>	<p>We will ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at the school • when they return from breaks • if they change rooms • before and after eating <p>In addition to using the outdoor washbasins there are hand washing facilities and soaps etc in all classrooms.</p>	<p>All</p>	

<p>Minimise contact across the site and maintain social distancing wherever possible</p>	<p>Assess your circumstances and try to implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> • specialist teaching • wraparound care • transport <p>Siblings may also be in different groups.</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Try to minimise the number of interactions or changes wherever possible.</p> <p>Information regarding bubbles and the staff working within each bubble can be found in Newsletter 8 dated 1st March 2021</p> <p>Bubbles have been expanded from 17th May 2021. Whilst for the vast majority of the time children will be based in their class bubble we will start assemblies for 1/2 3/4 5/6 from Monday 24th May. Year groups will be more than 2m apart in the hall. Outside, we will treat Rec and KS1 as a bubble and KS2 as another bubble.</p> <p>You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p>From Year 2 upwards children will be seated side by side.</p>	<p>HD</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/cookham-rise-primary-school/UploadedDocument/164a1014e2164e7992586db8be0e9fcf/newsletter-8.pdf</p>
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	<p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.</p> <p>Arrival and departure information are all in Newsletter 8 Spring term</p> <p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> • gather at the gates • come onto the site without an appointment 		
<p>- For pupils with SEND</p>	<p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.</p>	SOM	
<p>Ensure that there are clear guidelines for visitors to the school site</p>	<p>Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.</p> <p>You should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should.</p> <p>A record should be kept of all 20 visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>This information is held in the usual visitors book.</p>	Office	

<p>Ensure that equipment is used and shared safely</p>	<p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>Classes will have specific class equipment to use during breaks.</p> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers. Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • lunch boxes • hats and coats • books • stationery • mobile phones <p>Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>	<p>All</p>	
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<p>Keep occupied spaces well ventilated</p>	<p>When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform <p>Children can wear additional layers underneath their uniform</p> <ul style="list-style-type: none"> • rearranging furniture where possible to avoid direct draughts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	<p>All</p>	<p>https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p>
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<p>Use PPE as appropriate</p>	<p>Face coverings are not classified as PPE (personal protective equipment).</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used. Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs) <p>School leaders will undertake any personal risk assessments for staff as requested and support putting any agreed measures in place for individual staff.</p>	<p>HD SOM</p>	
<p>Promote and engage in asymptomatic testing</p>	<p>We have been supplied with lateral flow device (LFD) test kits to self-swab. Staff have been asked to take their test kits home and carry out the test twice a week on a Sunday and Wednesday evening.</p> <p>The LFD test will give a result in around 30 minutes. Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result with their school to help with contact tracing.</p> <p>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p>	<p>KL</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p>

<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>We will take swift action if we become aware that someone who has attended school has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>We will contact the DfE via their helpline and follow their advice. Based on their advice, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) • anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> - face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre or been within 1 metre for 1 minute or longer without face-to-face contact - sexual contacts or been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) - travelled in the same vehicle or a plane <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p>	<p>HD SOM</p>	<p>Contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority.</p> <p>DfE Helpline</p> <p>0800 046 8687</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p>
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	<ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection. <p>We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>We will continue to complete the daily Education Setting Status form.</p>		
<p>Contain any outbreak by following PHE local health protection team advice</p>	<p>If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we will call the dedicated advice service who will escalate the issue to our local health protection team where necessary and advise if any additional action is required.</p>	<p>HD</p>	

Specific Issue	Control Measures	Who	Notes & associated documents
2. School Operations			
Attendance	<p>Attendance has been mandatory since 8th March. The usual rules on attendance apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at their education setting where the child is a registered pupil at school and they are of compulsory school age - settings' responsibilities to record attendance and follow up absence - the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>School will provide remote education for any pupils shielding. This will be done in line with our remote education plan. Linked in the notes column.</p> <p>We will work with individual families as appropriate to support children coming back to school who are anxious about the return.</p> <p>As always, holidays should not be taken during term time. Any requests for time out of school due to exceptional circumstances should be sent into the school office.</p>	<p>HD</p> <p>SJ</p>	<p>https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.cookhamriseprimary.org/our-remote-learning-plan/</p>

<p>- provision for pupils not able to attend school</p>	<p>We will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We will keep a record of this activity but do not need to record it in the attendance register. We will offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> • self-isolating • shielding • vulnerable 		<p>https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note</p>
<p>Attendance of staff</p>	<p>All staff must follow the system of controls to minimise the risks of transmission.</p>		<p>https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</p>
<p>- supply staff</p>	<p>We can continue to use supply teachers and staff. We recommend using the Crown Commercial Service’s agency supply deal when hiring agency workers. This offers a list of preferred suppliers, who must provide transparent charging rates. We can get support by emailing supplyteachers@crownccommercial.gov.uk with your school’s requirements and contact details.</p> <p>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls.</p> <p>Visiting staff will also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> • support staff working on a supply basis • peripatetic staff such as music tutors and sports coaches • those working in before and after school clubs 	<p>HD SOM</p>	

<p>- volunteers</p>	<p>Volunteers may be used to support the work of the school, as would usually be the case. We will ensure they are properly supported and given appropriate roles.</p> <p>We will continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups will be kept to a minimum, and they should adhere to the system of controls in place.</p> <p>We will resume having volunteers in school at step 4 of the Governments plan – currently 21st June 2021.</p>	<p>HD SOM</p>	
<p>Recruitment</p>	<p>We can continue recruiting members of staff if necessary. The Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.</p> <p>We will consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.</p> <p>Where face-to-face meetings are necessary, we will ensure our control measures are shared in advance and make it clear to candidates that they must follow the system of controls that we have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.</p> <p>When recruiting, we will continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.</p>	<p>HD</p>	<p>The DfE teaching blog provides:</p> <ul style="list-style-type: none"> • information on the experience of implementing interviews remotely • advice that can be sent to candidates on how to prepare for remote interviews
<p>Trainees</p>	<p>ITT trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p>	<p>HD</p>	

<p>Performance management</p>	<p>Maintained schools must continue to follow the school teachers' pay and conditions document.</p> <p>All pay progression for teachers must be linked to performance management. We will consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives. Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p> <p>We will carry out any appraisals and performance management for support staff in accordance with the employee's contract of employment. We do not specify pay or terms and conditions of employment for support staff.</p>	<p>HD SOM</p>	
<p>School meals</p>	<p>Our kitchen will be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England.</p> <p>This includes for those eligible for:</p> <ul style="list-style-type: none"> • benefits-related free school meals • universal infant free school meals <p>School kitchens should follow the guidance for food businesses on coronavirus (COVID-19).</p> <p>We will also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p>We have asked Caterlink to offer grab bags in addition to hot meals so that more children can eat outside where possible.</p> <p>We have now requested that Caterlink resume their salad bar and bread provision from 17th May.</p>	<p>HF</p>	<p>https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-covid-19</p>
<p>Educational Visits</p>	<p>Overnight residentials can now go ahead and so Year 6 will be going to Longridge in June.</p> <p>The school will seek support from the Boroughs Outdoor Education Advisor in ensuring that all of the necessary RAs are in place for this.</p>	<p>HD SOM</p>	

<p>Wraparound provision and extra-curricular activity</p>	<p>From 8 March, we will work to resume all our before and after-school educational activities and wraparound childcare for our pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil’s wider education and training.</p> <p>Energy Kidz have resumed provision.</p> <p>We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance. You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> • the provision is being offered as part of the school’s educational activities (including catch-up provision) • the provision is as part of their child’s efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group <p>We will also continue to work closely with Energy Kidz to try to keep children in the same bubble they are in during the school day, as far as possible. The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help us to plan extra-curricular provision.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, we will also:</p> <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. • encourage them to check providers have put in place their own protective measures • send them the link to the guidance for parents and carers <p>Where we hire out our premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:</p> <ul style="list-style-type: none"> • considered the relevant government guidance for their sector • put in place protective measures 	<p>HD SOM KL</p>	<p>https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p>
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<p>School uniform</p>	<p>Children will resume wearing uniform as usual from the 8th March.</p> <p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> • more often than usual • using different methods <p>Extra layers under shirts will be encouraged as necessary depending on the weather.</p>	<p>All</p>	
<p>Fire safety</p>	<p>Fire safety management plans have been reviewed and checked in line with operational changes.</p> <p>To be checked</p> <ul style="list-style-type: none"> • all fire doors are operational at all times • our fire alarm system and emergency lights have been tested and are fully operational <p>We will carry out emergency drills as normal (following social distancing as appropriate).</p> <p>Fire doors will be kept closed unless ventilation is needed for a specific period of time e.g. a PE lesson in the hall. Staff will ensure that they are then closed at the end of the session or in the event of an evacuation.</p>	<p>HD SOM LB SB</p>	<p>https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings</p>
<p>Opening after reduced occupancy</p>	<p>All the usual building checks to make the school safe will be undertaken. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use and we are aware of the increase in the risk of Legionnaires' disease.</p>	<p>LB SB</p>	<p>https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p>

Specific Issue	Control Measures	Who	Notes
3. Curriculum, behaviour and pastoral support			
Remote Education	<p>Attendance will be mandatory for all pupils of compulsory school age from 8 March.</p> <p>Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield.</p> <p>All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> <p>Details of our plan can be found on the school website along with activities for children to do on their first day of absence until class teachers have the opportunity to post work on Seesaw.</p>		<p>https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note</p> <p>https://www.cookhamriseprimary.org/our-remote-learning-plan/</p>
Remote education and safeguarding	<p>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides the information on what we are doing to protect our pupils online.</p>		<p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?utm_source=remote_education</p>

Curriculum	<p>We will ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress.</p> <p>The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none">• Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.• The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Informed by these principles, you should meet the following key curriculum expectations:• We will continue to teach an ambitious and broad curriculum in all subjects. <p>Where appropriate, teaching time will be prioritised to address the most significant gaps in pupils’ knowledge.</p> <p>We will ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, we may need to make substantial modifications to our curriculum and will make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. We will use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.</p>	All	
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<p>EYFS</p>	<p>For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p> <p>We will consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if we think this would support our children following time out due to coronavirus (COVID-19).</p> <p>Teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</p> <p>We will consider how all groups of children can be given equal opportunities for outdoor education.</p>	<p>AR LH</p>	<p>We will follow this guidance as needed https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p>
<p>KS1 and 2</p>	<p>For pupils in Key Stages 1 and 2, we will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p> <p>We will ensure our curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>	<p>KS1 and 2 teachers</p>	
<p>RSHE</p>	<p>As required, we will provide some relationships and health education to all primary age pupils. This will take place in the summer term.</p> <p>As required by law we will publish a Relationships and Sex Education (RSE) policy and consult parents on this.</p> <p>We will focus this year’s RSHE teaching on the immediate needs of our pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. We will prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p>	<p>All LH</p>	

<p>Music, dance and drama</p>	<p>We will continue to teach music, dance and drama as part of our school curriculum, especially as this builds pupils' confidence and supports their wellbeing.</p> <p>There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p> <p>We can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</p>	<p>AR</p> <p>DB</p> <p>CW</p>	<p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p>
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<p>Physical activity</p>	<p>We have flexibility to decide how physical education, sport and physical activity will be provided while following the measures in our system of controls.</p> <p>Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>We will aim to be outside where possible but will also hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within our own system of controls.</p> <p>For sport provision, outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors) distancing between pupils, and paying scrupulous attention to cleaning and hygiene.</p> <p>External facilities will also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>We are awaiting news and guidance regarding possibly resuming swimming in the summer term.</p> <p>Swimming can now officially begin but we remain in negotiations with Braywick</p> <p>Where we are considering team sports we will only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>Competition between different schools will not take place until wider grassroots sport for under 18s is permitted.</p> <p>We will work with external coaches, clubs and organisations for curricular and extra-curricular activities as needed and where we are satisfied that it is safe to do. Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing and we will continue with this.</p>	<p>DB</p> <p>CW</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</p>
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Catch up support	<p>We will continue with the catch up plan we made as outlined on our website. This will commence in the week commencing 8th March 2021.</p> <p>We recognise that initially work will focus on identifying where there are gaps in learning on order to plan provision appropriately.</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p>
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<p>Behaviour</p>	<p>Our policy sets out clear, reasonable and proportionate expectations of pupil behaviour and the consequences for poor behaviour and deliberately breaking the rules. It also sets out how we will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.</p> <p>Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. We will consider what additional support may be needed for those who</p> <ul style="list-style-type: none"> • may struggle to reengage in school • are at risk of being absent or persistently disruptive <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> • bereavement • anxiety • in some cases, increased welfare and safeguarding harms <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> • pupils with a social worker • previously looked-after children who left care through adoption or special guardianship • young carers <p>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour.</p> <p>We will work 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.</p>	<p>All</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/cookham-rise-primary-school/UploadedDocument/0989436b711c4a54b9df9f752f433cfe/behaviour-policy-december-2020.pdf</p>
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<p>Pupil wellbeing and support</p>	<p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>We will consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID19) • support pupils with approaches to improving their physical and mental wellbeing <p>We may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible.</p> <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, we will follow our child protection policy and part 1 of keeping children safe in education. We will consider any referral to statutory services (and the police) as appropriate. We will work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> • ensure delivery of the healthy child programme (which includes immunisation) • identify health and wellbeing needs • provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support pupils with additional and complex health needs <p>The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</p>	<p>All</p>	<p>https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing</p> <p>https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p>
<p>Transition, taster and open days</p>	<p>We will aim to follow our usual transition procedures in July with children meeting their new class teachers.</p> <p>We enjoyed meeting our Reception children last year on a Saturday and are going to incorporate that into our new plans.</p>		

Safeguarding	<p>We will continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>We will consider revising our child protection policy to reflect the return of more pupils – this will be led by our designated safeguarding lead.</p> <p>We will aim to give our designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> • support staff and pupils with new safeguarding and welfare concerns • handle referrals to children’s social care and other agencies where appropriate <p>The designated safeguarding lead will continue to co-ordinate with children’s social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They will speak to school nurses who have continued virtual support to pupils who have not been in school.</p>	All	https://primarysite-prod-sorted.s3.amazonaws.com/cookham-rise-primary-school/UploadedDocument/cb4626959bec41b7b68d45af07c9b530/child-protection-and-safeguarding-policy-september-2020.pdf
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Specific Issue	Control Measures	Who	Notes
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4. Assessment and accountability

Assessment	<p>Statutory primary assessments will not take place in summer 2021.</p> <p>We are working with the LA and have signed up to Pobble in order to support our teacher assessments.</p> <p>Joint moderations have been booked in for June 2021 as well as some external support in May</p>	All	
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Specific Issue	Control Measures	Who	Notes
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5. Contingency planning for outbreaks

Contingency planning for outbreaks	For individuals or groups of self-isolating pupils, remote education plans will be put in place as needed.		https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities
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