

Response to Covid-19 – risk assessment

Jamiatul Ilm Wal Huda

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COVID-19: Operational risk assessment for jamiah reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020 as follows:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Assessment conducted by:	Khalid Ibrahim	Job title:	Management	Covered by this assessment	
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Date of assessment:	25 th August 2020	Review interval:	Live document	Date of next review:	Live document
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Related documents	
Trust/Local Authority documents: Jamiah Reopening Plan	Government guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process for full opening in Jamiah					
1.1 Organisation of 'bubbles' in full year groups					
<p>Unintended mixing between year groups will increase the risk of the virus spreading</p>	<p>H</p>	<ul style="list-style-type: none"> • There is full compliance with the PHE system control measures set out in the latest government guidance • Each year group is allocated a designated set of rooms/spaces and stays within this area except for specialist teaching (eg ICT) or when using the dining room or other shared spaces • All specialist teaching facilities and equipment will be cleaned and disinfected after use and before use by a new group • Planning and Schemes of Work are reviewed and revised to minimise the use of shared and specialist facilities by bubbles one after the other and to maximise the use of teacher demonstrations rather than practical activity by pupils • Pupils observe hygiene guidance and wash hands frequently • Teachers moving between groups will comply with social distancing and hygiene guidance • Timetable and arrangements for each year group avoid contact between year groups when moving outside their designated space • Staggered arrival and leaving times; break times and lunch times. • Social distancing is fully observed when pupils are close to other bubbles (if within class or shared space like dining hall, masjid etc.) • Social distancing is fully observed when pupils are in detention 	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>L</p>
1.2 Organisation of teaching spaces					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Teaching pupils in full classes will increase the risk of the virus spreading	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Pupils observe hygiene guidance and wash hands frequently. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Introduce/maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. Minimise contact between individuals and maintain social distancing wherever possible. Ensure that staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. Seating pupils side by side and facing forwards, rather than face to face or side on. Moving unnecessary furniture out of classrooms to make more space. 	Y	•	M
The use of shared spaces and specialist classrooms increases the risk of infection between year groups	H	<ul style="list-style-type: none"> Shared spaces and specialist classrooms to be used by limited bubbles – between each bubble, at least 2 metre distance will be kept. Specialist spaces are cleaned and disinfected thoroughly before and after use. Large gatherings prohibited. Design layout and arrangements in place to enable social distancing, where possible. 	Y	•	M
1.3 Staffing					
Due to Covid-19, the number of staff who are available is lower than that required to teach classes	M	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work. Risk assessments are undertaken for staff who are clinically vulnerable, clinically extremely vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19). 	Y	• Investment in remote teaching (where needed)	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.4 The school day					
The start and end of the school day create risks of contact between discrete year groups	H	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups as much as possible. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Attendance patterns have been optimised to ensure maximum safety. 	Y	•	L
1.5 Planning movement around the school					
Movement around the school risks contact between discrete year groups and bubbles	H	<ul style="list-style-type: none"> Year group 'bubbles' remain in their classrooms for most of their learning. Staff moving between year groups observe social distancing and hygiene procedures at all times. Corridors are divided where feasible. Appropriate signage is in place to clarify circulation routes. 	Y	•	L
1.6 Curriculum organisation					
Having missed up to 5 months' learning, pupils will have fallen behind in their progress during school closures and achievement gaps will have widened	H	<ul style="list-style-type: none"> The school develops and implements a comprehensive 'catch-up' plan which will identify the learning gap for individual and groups of pupils in terms of curriculum and knowledge, and will put in place plans to address this. This will include revising schemes of work, prioritising key elements of the curriculum, engaging in any additional planned intervention programmes. Gaps in learning will be assessed and addressed systematically in teachers' planning. Home and remote learning will continue and will be calibrated to complement in-school learning and address gaps identified. Subject leaders will ensure that exam syllabi are covered. 	Y	<ul style="list-style-type: none"> Delivery plans revised to reinforce previous learning. Diagnostic assessments for all in first half term. 	M

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Some learning activities (for example nasheed/singing and some sports) pose increased risks of spreading Covid-19 infection	H	<ul style="list-style-type: none"> The school identifies learning activities for which there is a greater risk of infection and informs relevant staff. Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly. Enrichment activities are reviewed and revised accordingly. 	Y	<ul style="list-style-type: none"> Subject schemes of work revised. 	L
The resumption of non-overnight school visits poses risks to infection control	H	<ul style="list-style-type: none"> All school visits are considered on a case by case basis. A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit. Measures are taken to ensure that discrete year group bubbles do not mix on school visits. 	Y	<ul style="list-style-type: none"> Ban on trips during first half-term. 	L
1.7 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of the staff room, which may need to be more limited than is normal. Also, the teachers will have their own spaces in the staff room with limited sharing. 	Y	<ul style="list-style-type: none"> Reduced capacity identified. Hotdesking discouraged. Additional rooms for staff identified (if needed). 	L
1.8 Managing the school lifecycle					
Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures	H	<ul style="list-style-type: none"> School calendar for 2020-21 finalised within the context of the latest guidance on full re-opening. Senior Leadership Team (SLT) and staff workplans to be informed by reopening plans and latest guidance. 	Y	<ul style="list-style-type: none"> Senior leaders working throughout summer. 	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. Regular communications with the parents of incoming pupils are in place. 	Y	<ul style="list-style-type: none"> Regular contact with parents and students. 	L
1.9 Governance and policy					
Governors are not fully informed or involved in making key decisions about reopening	M	<ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed. 	Y		L
1.10 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on full reopening and its implications for the school. This applies particularly to guidance and policy on attendance from September. Staff, pupils, parents and governors have been briefed accordingly. 	Y		L
1.11 Communication strategy					
Key stakeholders are not fully informed about the plans for reopening and their implications	H	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority 	Y		L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> Other partners 			
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements	H	<ul style="list-style-type: none"> Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding. A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period. Contact records for pupils, parents and staff are kept up to date. 	Y	<ul style="list-style-type: none"> Google Classrooms set up for all students over the summer. 	M
1.12 Pupil attendance					
Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection	M	<ul style="list-style-type: none"> Communications with parents reassure them about the safety of full reopening under the latest government guidance. Dialogue is held with parents who have concerns. 	Y		L
1.13 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> The PHE system control measures set out in the latest government guidance Organisational arrangements (ie year groups operating as 'bubbles') Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y	<ul style="list-style-type: none"> INSET Day used for training. All staff briefed regularly. Declaration signed by all staff to confirm training. 	M
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. All staff to complete the Covid-19 training online prior to starting. 	Y	<ul style="list-style-type: none"> Induction delivered to all staff. 	L

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1.14 Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	M	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times School trips and visits 	Y	•	L
1.15 School transport					
Transport pose risks to infection control	H	<ul style="list-style-type: none"> use of hand sanitiser upon boarding and/or disembarking (if car sharing) distancing within vehicles wherever possible the use of face coverings, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	Y	•	L
1.16 Responding to cases of COVID-19 and local lockdowns					
The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff	M	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Year group 'bubbles' are kept discrete at all times. The local health protection team is contacted immediately for advice The school engages swiftly with NHS Test and Trace if cases are suspected. Appropriate action is taken once advised by the local health protection team – this may mean that year group bubbles and some staff who have been in close contact with the person concerned may have to self-isolate for 14 days. Arrangements are in place for home and remote learning for pupils who are required to self-isolate. This could include sending work via email or even online learning if the full class is self-isolating. 	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The school is unprepared for a local lockdown should the rate of infection rise in the area	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents. There is regular liaison with the local health protection team. Systems put in place during the school closure period (eg home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. Lessons learnt during the school closure period are applied to the contingency plan. 	Y	<ul style="list-style-type: none"> Training delivered to all staff and students. Google classroom set up over the summer. 	L
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Public Health England system control measures					
Spread of COVID-19 due to poor hygiene and infection control	H	<ul style="list-style-type: none"> Current government guidance is being applied, and specifically the PHE system of control measures set out in the latest government guidance are in place as follows: <ol style="list-style-type: none"> Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school <p>The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and sent to parents:</p> <ul style="list-style-type: none"> Anyone with symptoms must remain at home and self-isolate for 10 days from testing positive. Anyone in their household needs to self-isolate for 14 days (including siblings) Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m 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. If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any 	Y	See school opening plan section on infection controls.	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<p>contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.</p> <ul style="list-style-type: none"> • Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19). <p>In addition:</p> <ul style="list-style-type: none"> • Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated. • Infection control training is completed by all staff. <p>2. Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> • Handwashing / sanitising is emphasised in the school day. • It is defined which bubbles are using which toilets and sinks. • 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. <p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> • Posters are downloaded/made/bought that remind pupils and staff about the importance of handwashing and display them around the school. • The location of bins around the school is checked, and more are ordered if necessary. • A schedule for bins to be emptied / disinfected is in place and is adhered to. • Pupils using public transport or car-sharing are reminded of the need to wear face coverings/masks. • A stock of masks is maintained and made available for staff who can’t socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on transport. 			

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		<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> • The cleaning staff explained the updated procedures so they fully understand their role in preventing the spread of coronavirus. • The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met. • Stock checks and stock control are maintained. <p>5. Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> • Pupils are organised in year group bubbles. In school, year groups are kept separate from each other. This may involve staggered start and finish times, staggered break times, staggered lunch times. • Movement around the school by pupils is minimised. Bubbles are allocated home-bases and where possible taught in these classrooms. • Where it is necessary for pupils to be taught in specialist rooms – such as a science lab or ICT rooms – then the space and equipment is thoroughly disinfected before a new bubble enters. • The movement of staff between bubbles and around school during the day is minimised. • Arrangements are in place to avoid touching pupils' mobile phones and to avoid queues forming if they need to collect them from a central point (for example on Saturday evenings for residential students). An approach might be to discourage pupils from bringing mobile phones to school. In the event that a pupil needs a phone – for instance if they travel a distance to school, they are instructed to keep their phone in the office, in a secure bag, switched off. • Pupils are instructed to clean some resources with wipes at the end of lessons/sessions, especially where resources / spaces will subsequently be used by another bubble. • Library resources that may be needed are taken by the teachers, boxed and kept for until the need is complete. The staff will ensure there is minimum cross-use of them. If there is 			

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		<p>a chance of cross-use, the necessary safety measures are adhered to.</p> <ul style="list-style-type: none"> • The need for staff to take pupils' work away from school is minimised. Pupils' self -assessment of work in books is undertaken where appropriate. Where possible work is completed and assessed online. Work done on paper that requires teacher input/feedback is placed in a plastic box (for the class teacher / subject teacher as appropriate) and retained in school for 48 hours before being marked. <p>6. Where necessary, wear appropriate personal protective equipment (PPE)</p> <ul style="list-style-type: none"> • The school continues to maintain and monitor stocks of PPE and has access to suppliers (if the school needs more). • Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE. • Gloves and aprons are provided for cleaning staff. • Stocks of PPE are regularly monitored and replenished <p>7. Engage with the NHS Test and Trace process</p> <ul style="list-style-type: none"> • School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. • Staff induction for return to school includes information about the NHS Test and Trace process. <p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <ul style="list-style-type: none"> • Schools ensure that they have contact details for local Public Health England team and local authority health and safety team readily to hand. • A clear process is in place for notifying the local health protection team and the local authority of any cases that test positive. • A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date. 			

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		<ul style="list-style-type: none"> Use is made of any template letters provided by Public Health England / local authority as directed locally. <p>9. Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> The school responds immediately to advice provided by the local health protection team. Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England. 			
2.2 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with the staff, this may include increasing the hours of the cleaning staff. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. 	Y	<ul style="list-style-type: none"> Cleaners allocated to specific areas and timings. Enhanced training delivered to cleaners by school leader. Additional materials procured to aid cleaning. 	L
2.3 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y	<ul style="list-style-type: none"> 	L
Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	<ul style="list-style-type: none"> Ablution before prayers. Regular reminders during the day. Washing hands after toilet, sneezing and coughing. Washing hands before and after eating. 	L
2.4 Clothing/fabric					

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Not wearing clean clothes each day may increase the risk of the virus spreading	L	<ul style="list-style-type: none"> • Policies are agreed prior to the school opening on the wearing of uniforms by pupils to minimise risks. • Expectations and guidance are communicated to parents. 	Y		L
2.5 Testing and managing symptoms					
NHS Test and Trace is not used effectively to help manage infection control amongst staff and pupils, maximise staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> • Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. • Staff, parents and pupils are clear that they should <u>book a test</u> if they are displaying symptoms. • Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace. • Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). 	Y	•	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate action, in line with the most recent government guidance, should the tests prove positive or negative. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply in line with the most recent government guidance. • A record of any COVID-19 positive in staff or pupils is reported to the local authority. 	Y	•	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	<ul style="list-style-type: none"> Parents' letter/email. Staff and students briefing. 	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	<ul style="list-style-type: none"> Parents' letter/email. Staff and students briefing. 	L
2.6 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	M	<ul style="list-style-type: none"> First Aid certificates to be extended. A programme for training additional staff is in place. This will be undertaken by our First Aid/Safeguarding Lead. 	Y	<ul style="list-style-type: none"> Additional staff trained on First Aid and safeguarding. 	L
2.7 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y		L
2.8 Communication with parents					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	<ul style="list-style-type: none"> As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations on a monthly basis using a range of communication tools. Some COVID-19 material uploaded onto the Jamiah website. 	Y		L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced regularly via email and Jamiah's website. 	Y	•	L
2.9 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. 	Y		L
3. Adopting the new organisational model of discrete year group 'bubbles'					
3.1 Pupil behaviour					
Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete year group 'bubbles'	M	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for operating in year group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters. Staff continue to model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured to minimise different year groups coming in to contact with each other (esp. in confined spaces) and are closely supervised. 	Y	<ul style="list-style-type: none"> Expectations delivered on the morning the students return (each group). 	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents. Senior leaders monitor areas where there are breaches of the discrete year group 'bubble' model and arrangements are reviewed. Messages to parents reinforce the importance of adhering to the new arrangements. Wilful disobeying of rules relating to staying within year groups and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion where necessary. 			
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures	H	<ul style="list-style-type: none"> All classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front in rows (this seating system is for most classes). All furniture not in use has been removed from classrooms and teaching spaces. Arrangements are reviewed regularly. 	Y	<ul style="list-style-type: none"> Face shields being considered if PHE guidance advises. 	M
3.3 Specialist learning spaces					
The use of specialist learning spaces (eg science labs, ICT areas) risks the spread of infection between different year group bubbles	H	<ul style="list-style-type: none"> The learning space and equipment are thoroughly disinfected before a new bubble enters. Schemes of work are reviewed to minimise the use of specialist learning spaces by different bubbles in succession. Teachers' planning is reviewed to maximise the use of teacher demonstration rather than pupil practicals. 	Y	<ul style="list-style-type: none"> 	L
3.4 Shared spaces					

<p>The use of shared spaces (eg hall, dining room) risks different year group bubbles mixing</p>	<p>H</p>	<ul style="list-style-type: none"> Minimum 'bubbles' are scheduled to occupy a shared space at any one time – and whilst there, they are kept at least 2 metres apart. Shared spaces are cleaned after use. 	<p>Y</p>	<p>•</p>	<p>L</p>
<p>3.5 Alternative provision, inclusion centres, withdrawal of pupils to small groups and detentions</p>					
<p>The use of spaces for detentions risks the spread of infection</p>	<p>M</p>	<ul style="list-style-type: none"> Social distancing is fully observed in spaces where small groups of pupils are brought together for a specific purpose. Spaces are cleaned after use 	<p>Y</p>	<p></p>	<p>L</p>
<p>3.6 Movement in corridors</p>					
<p>The discrete year group 'bubble' arrangements are breached when pupils circulate in corridors</p>	<p>H</p>	<ul style="list-style-type: none"> Year group bubble arrangements are in place. The use of shared/specialist learning spaces is timetabled to avoid different year groups coming in to contact with each other as much as possible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly. Appropriate supervision levels are in place. 	<p>Y</p>	<p>•</p>	<p>L</p>
<p>3.7 Break times</p>					
<p>Year groups may mix at break times</p>	<p>H</p>	<ul style="list-style-type: none"> Break times are staggered. Pupils are kept within their assigned 'bubbles' during social times. External areas are designated for different groups. Pupils are reminded about staying in their assigned 'bubbles' as break times begin. Appropriate signage is in place around the school and in key areas. 	<p>Y</p>	<p></p>	<p>L</p>
<p>3.8 Lunch times</p>					
<p>Year groups may mix at lunch times</p>	<p>H</p>	<ul style="list-style-type: none"> Lunch/food times are staggered. Pupils are reminded about staying in their assigned bubbles at lunch time. Pupils wash their hands before and after eating. 	<p>Y</p>	<p>•</p>	<p>L</p>

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		<ul style="list-style-type: none"> Dining areas are cleaned frequently. Tables and chairs have been removed from dining area. Additional arrangements are in place, such as staggering lunch times. Pupils eat lunch with others in their bubble. 			
3.9 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete year group 'bubbles'	H	<ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	<ul style="list-style-type: none"> Designated toilets for each year group. 	L
3.10 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. If the student is remaining in the institute, then a COVID-19 positive room has also been designated. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y	<ul style="list-style-type: none"> Students who are unwell (even with non-COVID) will go home in the case of non-residential. In the case of residential, an agreement between the school and the parents will decide what is best for the student. 	L
3.11 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> Social distancing points are clearly set out, with posters, continuing outside where necessary. Non-essential deliveries and visitors to school are minimised. 	Y	<ul style="list-style-type: none"> Parents advised not to come to reception. Receptionist trained. Signing in system rationalised. Social distancing markings. 	L
3.12 Arrival and departure from school					

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<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different year groups mixing</p>	<p>H</p>	<ul style="list-style-type: none"> • Start and finish times are staggered for each discrete group 'bubble'. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage. • Monthly messages to parents stress the need for social distancing at arrival and departure times. 	<p>Y</p>	<ul style="list-style-type: none"> • Supervision. • Parents' Letter/email. • Staggered departures and arrivals. 	<p>L</p>
<p>3.13 Transport</p>					
<p>The use of designated school transport and public transport by pupils poses risks in terms of social distancing</p>	<p>H</p>	<ul style="list-style-type: none"> • Guidance is in place for pupils and parents on the new arrangements for pupils travelling on designated school transport, including advice on the use of face coverings if pupils are travelling with children other than from their own 'bubble'. • Other ways for pupils to travel to and from school, such as walking and cycling, have been explored with parents 	<p>Y</p>		<p>L</p>
<p>3.14 Staff areas</p>					
<p>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</p>	<p>H</p>	<ul style="list-style-type: none"> • Staff are briefed about the limitations to use of staff rooms. • Hotdesking discouraged. 	<p>Y</p>		<p>L</p>
<p>3.15 Residential rooms</p>					
<p>Residential students may mix with multiple 'bubbles' in the residential area</p>	<p>H</p>	<ul style="list-style-type: none"> • Students have been designated rooms based on their 'bubbles'. So students that have a certain bubble during the day, the same 'bubble' is used when their residency rooms are selected. • Every bedroom only has one 'bubble' group residing in them. No more than one 'bubble' is within any room. 	<p>Y</p>		<p>L</p>
<p>3.16 Evening food for residential students</p>					
<p>Residential students may mix with multiple 'bubbles' at supper</p>	<p>H</p>	<ul style="list-style-type: none"> • Supper time will be at different times. Students to be informed of this. • Students will sit together with their own 'bubble'. No other 'bubble' will sit with them. • All 'bubbles' will remain 2 metres away from all other bubbles during food time. 	<p>Y</p>		<p>L</p>
<p>3.17 Laundry</p>					

<p>Students doing mixed laundry or mixing with people outside their bubble</p>	<p>H</p>	<ul style="list-style-type: none"> • Supper have asked to avoid doing laundry at Jamiah, preferably do the laundry at home. • If student is washing clothes in Jamiah, then it would be best to do hand washing yourself. • If student needs to do laundry, he will talk to person responsible and give time allocations. 	<p>Y</p>		<p>L</p>
<p>4. Continuing enhanced protection for children and staff with underlying health conditions</p>					
<p>4.1 Pupils with underlying health issues</p>					
<p>Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so</p>	<p>M</p>	<ul style="list-style-type: none"> • Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them. • Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. • Schools have a regularly updated register of pupils, including underlying health conditions. • Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments. 	<p>Y</p>	<ul style="list-style-type: none"> • Remote teaching possible if medical advice is not to attend school. 	<p>L</p>
<p>4.2 Staff with underlying health issues</p>					

<p>Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so</p>	<p>M</p>	<ul style="list-style-type: none"> • Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. • All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. • Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments. • Current government guidance is being applied. 	<p>Y</p>	<ul style="list-style-type: none"> • Remote teaching possible if medical advice is not to attend work. 	<p>L</p>
<p>5. Enhancing mental health support for pupils and staff</p>					
<p>5.1 Mental health concerns – pupils</p>					
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<p>H</p>	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/ • 	<p>Y</p>	<ul style="list-style-type: none"> • Mental health training to staff delivered. • Emotional wellbeing 'resilience curriculum' delivered. • PSHE SoW revised to prioritise mental health unit for all students. 	<p>L</p>
<p>5.2 Mental health concerns – staff</p>					

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The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. SLT are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff training have included content on wellbeing. Staff have been signposted to useful websites and resources. 	Y	<ul style="list-style-type: none"> Mental health training to staff delivered. 	L
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	L	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	Y	<ul style="list-style-type: none"> Bereavement training delivered for key staff. 	L
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	M	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Pupils operating in discrete year group 'bubbles' Staff moving between discrete year group 'bubbles' Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	Y	<ul style="list-style-type: none"> Emergency Evacuation Policy revised. 	L
Fire evacuation drills - unable to apply social distancing effectively between discrete year group 'bubbles'	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary. 	Y	<ul style="list-style-type: none"> Emergency Evacuation Policy revised. 	L
6.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	M	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Y	<ul style="list-style-type: none"> 	L

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<p>Statutory compliance has not been completed due to the availability of contractors during lockdown</p>	<p>M</p>	<ul style="list-style-type: none"> All statutory compliance is up to date. 	<p>Y</p>	<ul style="list-style-type: none"> All audits and checks up to date. 	<p>L</p>
<p>6.3 Contractors working on the school site</p>					
<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>L</p>	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	<p>Y</p>	<ul style="list-style-type: none"> 	<p>L</p>
<p>7. Finance</p>					
<p>7.1 Costs of the school's response to COVID-19</p>					

<p>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</p>	<p>M</p>	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • Financial team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. 	<p>Y</p>	<ul style="list-style-type: none"> • Savings identified elsewhere. 	<p>L</p>
<p>8. Governance</p>					
<p>8.1 Oversight of the governing body</p>					
<p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>	<p>L</p>	<ul style="list-style-type: none"> • The governing body continues to meet regularly via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	<p>Y</p>		<p>L</p>
<p>9. Additional site-specific issues and risks</p>					
<p>Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</p>					
<p>N/A</p>		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
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