

Covid-19 Risk assessment: Ponteland Primary School (October 2020) Revised March 2021

Key Guidance This section provides a quick overview of some of the key concepts in risk assessment. Refer to Notes section for further information. The first line of the risk assessment table, below, shows an illustrative example.

Hazard is anything that may cause harm, e.g. working at height on a ladder.

Risk is the chance that someone or something could be harmed by the hazard, measured by combining (multiplying) the likelihood of it happening with its impact (severity). For example, there may be a 'possible' likelihood that someone that is not competent could fall from a ladder (3 rating – see right) combined with a 'moderate' impact of multiple injuries (2 rating), which creates a score of 6 (low risk). However, the risk should be reduced to 'as low as reasonably practicable' (ALARP) through the implementation of control measures, such as ensuring that only trained people climb the ladder.

Dynamic Risk Assessment compliments generic and specific risk assessment. Regardless of completing this AF 5010, it is beholden on the person creating the risk to continue to monitor the activity and the control measures. Any changes to the activity (including the environmental conditions) or the control measures, must be addressed via the mechanism of a dynamic risk assessment such that risks remain ALARP.

Note however that persons undergoing training cannot be deemed competent until their capability is properly assessed

Probability (P) i.e. likelihood	M u l t i p l i e d b y	Impact (I) i.e. consequences	E q u a l s
1: Rare/impossible		1: Nil	
2: Very unlikely		2: Minor	
3: Unlikely		3: Moderate	
4: Likely		4: Significant	
5: Very likely	5: Major		
		<i>Note: impact number may not change even with control measures</i>	

Risk Score Calculation						
		Probability (P)				
		1	2	3	4	5
I m p a c t (I)	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5

5 Step Process	Step 1 Identify the hazards	Step 2 Decide who might be harmed and how	Step 3 Evaluate the risks and decide on precautions (control measures)	Step 4 Record your significant findings and include instructions as necessary. Implement control measures	Step 5 Review your risk assessment and update as necessary
----------------	--------------------------------	--	---	--	---

School	Ponteland Primary School	Author:	KMC/LB
Generic or Specific Risk Assessment:	Specific: Return to School on new school site (COVID – 19)	Assessment Date:	October 2020/ January 2021 / March 2021
Relevant Publications / Pamphlets / Procedures:	DfE guidance Guidance for full opening: schools - GOV.UK https://www.gov.uk/guidance/tier-4-stay-at-home Coronavirus (COVID-19): Meeting with others safely (social distancing) Coronavirus (COVID-19): advice for pregnant employees - GOV.UK Statement from the UK Chief Medical Officers on schools and childcare reopening What to do if a child or adult is displaying symptoms, or is a confirmed case, of coronavirus (COVID19) in an early years settin Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak	Review Date for GRA (Step 5):	Half termly reviews due to the evolving COVID-19 pandemic.

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Ref	Activity / element (Step 1a)	Hazards identified (Step 1b)	Who or what might be harmed and how, e.g. (Step 2)	Existing control measures (Step 3a)	Assessment with existing controls			Is residual risk acceptable in the context of risk appetite for the activity? (Yes / No) Refer to Risk Score Calculation above If Yes, move to column (n). If No, identify additional controls (Step 3e)	Reasonable additional controls that can be implemented to reduce risk to ALARP (Step 3f)	Reassessment with additional control measures			List required action(s) to instigate controls (Step 3j)
				P	I	Score (P x I)	P			I	Score (P x I)		
					(1-5) (Step 3b)	(1-5) (Step 3c)	(Step 3d)			(1-5) (Step 3g)	(1-5) (Step 3h)	(Step 3i)	
1	School site	Infection from surfaces and main contact points such as doors Equipment/ system failure	Pupils Staff	<ul style="list-style-type: none"> The new build school will be deep cleaned by Kier prior to the handover of the building to NCC All internal access and classroom doors to be wedged open to avoid the need to touch handles Regular cleaning of hard surfaces throughout the school day. Hand sanitiser placed at entry and exit points Statutory testing and maintenance such as water hygiene testing/flushing, gas safety, fire safety is ongoing. Staircases allocated to specific year groups 5&6 - 3&4 	2	5	10	Y					1. Instruct caretaker/cleaners 2. Door stops required

2	Staff availability	Not having sufficient staff to manage the site and adequately supervise students	Pupils Staff	<ul style="list-style-type: none"> Staff to follow government guidelines for social distancing and shielding/isolation if a household member shows signs of being ill If a member of staff develops symptoms they will be tested immediately with school tests being allocated to them should they develop symptoms on site Staff to inform HT of their result when received If test is positive they will isolate for 10 days in line with government guidance If the test is negative they will return to school immediately If a family member tests positive staff will self isolate for 10 days as per government guidance Staff members with underlying health conditions classed as 'extremely vulnerable' will be supported to return to school with adjustments to work routines as necessary. Where staff are absent long term we will endeavour to cover the absence internally wherever possible. If this is not possible we will contact Vision for Education to provide cover. Where this is not available we may need to close a class. Staff on site will carry out Lateral Flow Tests at home twice per week and report their results. If a test is positive on the LFT this will be confirmed by a PCR test. The member of staff and close contacts will isolate until the result of the PCR test is known. 	1	5	5	Y					<ol style="list-style-type: none"> Confirm staff availability Devise class bubbles Reorganise staff across school to cover long term absence of staff wherever possible organise supply cover as required Order and distribute LFTests to staff Maintain a stock of LFTests in school
3	Classroom lessons	<p>Infection due to being in close proximity to others.</p> <p>Infection being spread to wider family members.</p>	Staff Pupils	<ul style="list-style-type: none"> Zoned areas for classes to keep well apart (playground and MUGA) Hands are to be washed on entry to school and at transition points Hand sanitiser to be used regularly throughout the day to supplement hand washing.. <p>Early Years Environment</p> <p>Soft items which cannot be cleaned as part of the daily routine eg sofas,cushions, soft toys are removed - all other classroom controls are the same as primary below</p> <p>Primary:</p> <ul style="list-style-type: none"> Normal class sizes will resume with 1 teacher and a TA if required. Some will have additional staff if 1:1 support staff are required for individual pupils children are kept in class bubbles as they cannot socially distance themselves at all times. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group The year group bubble will not interact with other year group bubbles within the school Ensure open windows and doors propped open for ventilation. Wherever possible natural ventilation will be used by opening doors and windows. No children to sit face-to-face in class from Y2-Y6. Staff should avoid close face to face contact and minimise the time spent within 1 metre of anyone; pupil's educational and care support should be provided as normal for those with complex needs. Teachers maintain social distance from pupils whilst teaching wherever possible Pupils desks set up as workstations with equipment set out for individuals. Wipes are to be used after touching any items of equipment that are to be shared/circulated e.g. playground equipment. Any pupil that shows signs of COVID-19 is to be immediately isolated Teachers are to be isolated should they show any symptoms. Home testing kit to be given to staff or vulnerable pupils developing symptoms on site. Deep cleaning on request during the day e.g. if suspected case or ill child, and additional cleaning of frequently touched areas (throughout the day) Nursery to be fogged at the end of Wednesday am session in preparation for the end of the week children. Lessons to be planned to make more use of outdoor learning opportunities. Classrooms have been adapted to support distancing . This includes seating children side by side and facing forwards wherever possible. Children, where possible, to have allocated work spaces which they will use throughout the school day For individual and very frequently used equipment, such as pencils, pens, rulers etc staff and children will be provided with their own items that will not be shared. Classroom based resources, such as books and games, can be used and shared within their small groups; these should be cleaned regularly , along with all frequently touched surfaces. Resources that are shared between classes, such as sports, art and science equipment should be cleaned frequently and meticulously and always between small groups, or rotated to allow them to be left unused and out of reach for a period of 2 days. All classrooms to be cleaned thoroughly each evening. All classrooms to be fogged on a Friday after school. High risk resources and materials identified and taken out of circulation. Reading scheme materials will be quarantined for 24 hours in a collection box when they are returned to school. 	3	4	12	Y					<ol style="list-style-type: none"> Continuing review of DfE guidance Fortnightly review of this risk assessment from date of sign off. Teachers and pupils are to be alert in recognising signs and symptoms. Personal responsibility to ensure personal hygiene, and cleanliness and decontamination of classroom and resource areas SLT responsibility to supervise and ensure adherence

4	School transport	Infection of COVID-19 virus due to pupils being in close proximity to others. Infection passed to or from the School Bus Driver/taxi driver	Pupils School Bus Driver Taxi driver	<ul style="list-style-type: none"> NCC school transport letters circulated to parents 25/8/20. Letter to parents to request children walk to school or travel by car to avoid large groups mixing on buses. 2 pupils travel to school by taxi and will be escorted to the taxi pick up point 	1	4	4	Y					1. School transport liaison to coordinate taxi drop offs and pick ups - driver to ring school when on site
5	School catering facilities	Infection of COVID-19 virus due to pupils being in close proximity to others in the catering queue and touching same touch points	Pupils Catering Staff	<ul style="list-style-type: none"> Modified Spring term menu available All bubbles to eat in the dining hall - socially distanced queueing Dining tables to be arranged in rows. Children will sit side by side on both sides of the benching. A class of 30 will occupy 1 row 15 children each side . Children from the same bubble may sit face to face. Staggered lunch time with pupils escorted to their zone in yard for breaks If children bring in packed lunches, they will sit with their class bubble. All children wait in the dining hall until their bubble is finished or there is a designated play space ready for the early finishers to use. Dining tables will be cleaned before and after each bubble. KS2 may eat their lunch in the classroom if there is no space for them in the hall. We know that socially distanced space in the dining hall is limited 	2	4	8	Y					1. Monitor lunch time arrangements daily
6	Start of school	Infection of COVID-19 virus due to pupils being in close proximity to others as pupils arrive at school at the same time.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Staggered start to the school day to minimise social interaction Only 1 parent to drop off children from each family. School gates will open at 8.40am and close at 9.05am EYFS, KS1 & Y3/4 to enter playground and enter the building through designated year group entrances (lower floor directly into classrooms) Y5 & Y6 to enter through the community entrance and up stairs to the main school entrance. social distancing signage in place at the entrance. Hand washing to take place on entry to school Staff at all entry points and gates/surrounding areas to monitor flow of pupil/ parent traffic No parents to have access into school building 	3	4	12	Y					1. Letter to parents to summarise procedure at start and end of school day 2. SLT required to ensure compliance to reduce risk at the point of entry.
7	Visitors	Infection of COVID-19 brought onto the school premises by visitors.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Visitors only in the school if essential including parents - meetings to be held on line or by phone wherever possible Hand sanitiser used on entry to the building via the main reception Receptionist to have access to a visor if 2m social distancing cannot be maintained.. Recommend to parents ringing office with queries rather than visiting the school office. 	2	2	4	Y					1. Clear signage at entry points to the school.
8	Parent sends child displaying signs of sickness to school	Risk of the spread of infection.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Remind parents of policy – signs and symptoms put on the school website from NHS/PHE and circulated to parents Information on letters sent home to parents Inform Headteacher/SLT immediately First Aid TA within bubbles to deal with pupils with available PPE Isolate the pupil in the meeting room - ensure it is well ventilated Immediate contact with parents for pick up and removal from school site Recommend parents get a test for the child immediately Parents to report results to HT as soon as they have them. If test is positive all bubble to self isolate for 14 days (children and staff) 	3	3	9	Y					1. Regular parent update with key messages to remind them of the risks.
9	Movement around the school buildings.	Risk of the spread of infection.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Limited general access to the activity street as time is spent in assigned classroom On the upper floor 20 Y6 pupils and 20 Y3 pupils will have 2 morning lessons in the activity street (furniture to be moved from class bases and returned at the end of the lessons) Break time movement is accompanied by staff to and from designated playground zone 	2	2	4	Y					1. SLT supervision and enforcement essential to reducing the risks
10	Toilet facilities	Infection of COVID-19 virus due to pupils being in close proximity to others if queues appear	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Dedicated toilets in each year group area cleaned during the day Teachers in bubbles to prompt toilet use across the day with supervision Outer doors propped open Limit to 3 pupils at any one time accessing toilets in a year group pod. No congregation allowed 	2	2	4	Y					1. Clear message to pupils at the start of each day 2. Regular cleaning throughout the day of touch points 3. End of day deep clean of toilets
11	Parents' drop-off. Potential	Infection of COVID-19 virus due to pupils	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Soft start to the school day. Gates open from 8.40 -9.05am with pupils entering the building upon arrival. Only 1 adult to drop off/collect 	2	2	4	Y					1. Parent updates 2. Write to parents about the start of Spring

	congregating within school grounds	being in close proximity to others.	Parents	<ul style="list-style-type: none"> Advised not to bring siblings but if they have to they must stay close to the adult. Parents advised of drop off points and asked not to come into the school building <ul style="list-style-type: none"> if there is an issue communicate with school via phone or email vacate the school site quickly and without congregating <p>Staggered end to the day introduced 8/3/21 to control the flow of people on and off site and to reduce the congestion. 2 pick up times 3pm or 3.15pm</p>								<ol style="list-style-type: none"> term 2021 (2/1/20) Share Tier 4 restrictions with parents SLT presence in car park and yard Letter to parents 5/3/21 explaining staggered end to the day
12	Cleaning regime	Infection of COVID-19 on surfaces throughout the school	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Cleaning regime to be rigorous with a deep clean of the building prior to handover on 2/11/20 Touch points disinfected several times throughout the day by additional cleaner. Non-essential fire doors to remain open if possible Remove soft fabric seats from Nursery, Reception areas Additional cleaning hours (as required) to facilitate increased cleaning regime Touch points including keyboards wiped down after use Staff to wipe down shared equipment prior to using it - cleaning materials available in all classrooms at all times - antibac sanitiser, cloths and wipes.. Toys and resources used in EY sprayed with anti-bac spray at the end of sessions and fogged on Wed lunchtime and end of Friday. 	2	2	4	Y				<ol style="list-style-type: none"> Communicate with the caretaker the need for regular cleaning throughout the day. Specify exactly which touch points need attention.
13	Staff congregating in the staff room.	Risk of spreading COVID-19 amongst the staff	Staff	<ul style="list-style-type: none"> Staff lunchtimes to be staggered and staff advised to take their break with staff from their "bubble". Staff are encouraged to take breaks outside or in other areas of school to avoid groups. Windows to be kept open for ventilation. No staff meetings in the staff room (or classrooms) PC's spaced out in PPA room Staffroom capacity is 10 	2	3	6	Y				
14	General cleaning - use of washing machine within school	Risk of spreading COVID-19 on material items	Catering Staff Contractors/visitors	<ul style="list-style-type: none"> Washing machine cycles are to be set at 60 degrees to kill the virus. 	2	2	4	Y				<ol style="list-style-type: none"> Communicate to cleaning staff and caretakers Sign on the washing machines.
15	First Aid provision	Risk of spreading COVID-19.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Identify First Aiders for each phase with only extreme cases being sent to the office. Available PPE for first aiders in Hygiene Room Designated area for children potentially showing COVID-19 symptoms (first aid room) - to be cleaned immediately after occupation by a poorly child. Parents are informed they will automatically have to pick up their children from this point and the child sent home immediately. Treatment for minor injuries as required., Disposable ice packs only to be used Policy to contact home/ambulance for more serious injuries 	3	3	9	Y				<ol style="list-style-type: none"> Securing PPE for First Aid staff Order "one use" ice packs Communication to parents Ensure that staff/pupils know what to do in the event of injury or if they feel ill.
16	Keeping staff safe	Risk of the spread of infection.	Students Staff Contractors/visitors	<ul style="list-style-type: none"> All staff are required to conform with social distancing requirements at all times. Staffroom maximum capacity is 10 at any one time. Staff breaks and lunchtimes to be staggered. Breaks and lunchtimes will be with a defined group of staff from your year group bubble to limit interactions. The staff room will be naturally ventilated Staff members with underlying health conditions classed as 'extremely vulnerable' should discuss their specific needs with LB/CJ. They must adhere to the 2m social distancing with other members of staff. Staff members with underlying health conditions classed as 'clinically vulnerable' should discuss this with LB/CJ and adhere to social distancing at all times. Implement DfE/PHE guidance if member of staff or pupil initially displays symptoms and then tests positive for Covid-19; 7 days self isolation for the individual concerned; 14 days isolation for those they have been in direct contact with. New Track and Trace measures implemented with entire "bubbles" asked to self isolate and not attend if there is a confirmed case within the group. Staff can wear masks in communal spaces if they can't socially distance, however our communal spaces are large and spacious eg activity street or dining spaces 	3	3	9	Y				<ol style="list-style-type: none"> Brief teaching staff through regular updates- zoom to be used to maintain social distancing
18	Update School behaviour policy	Managing any poor behaviour	Pupil Staff	<ul style="list-style-type: none"> Review policy to identify any required changes/adaptations including COVID-19 related behaviour, e.g. intentionally spitting or coughing at another person Clarify times when a member of staff may need to breach social distancing rules, e.g. to intervene in children's physical contact, to prevent self injury or damage to school property 	3	3	9	Y				<ol style="list-style-type: none"> Highlight any changes or adaptations to staff and pupils
19	Emergencies such as Fire Alarms	Infection of COVID-19 virus due to pupils and staff being in close	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Assembly point will be on the MUGA to allow for adequate spacing between bubbles. Staff to stagger exits from classrooms to ensure no build up at an exit point All non-essential fire exits to be propped open during the day 	2	2	4	Y				<ol style="list-style-type: none"> Highlight fire alarm plans to staff and pupils

		proximity to others as they exit the building											
20	Track and trace procedures -responding to confirmed or suspected cases	Swift identification and isolation to contain the spread.	staff, children and parents	Clear guidance on track and trace to be shared with staff and parents responding to infection: individual isolates immediately if symptomatic and requests test. All in direct contact (bubble) asked to self isolate if advised by PHE- if test is positive Room and equipment used deep cleaned. Where children are isolating due to contact with a confirmed case they will have access to home learning Parents are asked to isolate children for 10 days from their contact or as advised by PHE. Where a parent is isolating due to suspected contact but is non-symptomatic the child can attend school providing another adult brings the child to school. The moment the isolating adult becomes symptomatic they must access a test and isolate their child as a precaution until the test result is known.	3	4	12						
21	Wrap around care	Infection of COVID 19 virus	Pupils and staff	Children to be grouped by year groups - group activities are within year groups Year groups are separated within the dining space. All equipment and resources are cleaned after each session as different children access am and pm care.									

Authorising Officer /	Name	Post	Date	Signature
Existing and additional controls agreed	Lynn Blain	Headteacher	15 October 2020 Revised 2 January 2021 Revised 5 March 2021	
Where risk is elevated confirm additional controls implemented				

NOTES

<p>Risk = Probability x Impact</p> <table border="1"> <thead> <tr> <th colspan="2">Likelihood</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>Very likely</td> <td>Is expected to occur in most circumstances/ highly probable</td> </tr> <tr> <td>4</td> <td>Likely</td> <td>Will probably occur at some time, or in most circumstances</td> </tr> <tr> <td>3</td> <td>Unlikely</td> <td>Could occur at some time, or some circumstances</td> </tr> <tr> <td>2</td> <td>Very unlikely</td> <td>Is unlikely to occur, but possible it could occur at sometime</td> </tr> <tr> <td>1</td> <td>Rare/impossible</td> <td>May only occur in exceptional circumstances</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Impact</th> <th>Definition (Health Safety and Environment)</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>Major</td> <td> <ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact </td> </tr> <tr> <td>4</td> <td>Significant</td> <td> <ul style="list-style-type: none"> A single death or life threatening injury/ injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a significant environmental effect or multiple incidents causing significant effect that need to be managed externally </td> </tr> <tr> <td>3</td> <td>Moderate</td> <td> <ul style="list-style-type: none"> Injury that requires hospital visit/minor treatment Moderate damage to an extended area and/or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation Single incident causing environmental impact requiring some external support to manage </td> </tr> </tbody> </table>	Likelihood		Definition	5	Very likely	Is expected to occur in most circumstances/ highly probable	4	Likely	Will probably occur at some time, or in most circumstances	3	Unlikely	Could occur at some time, or some circumstances	2	Very unlikely	Is unlikely to occur, but possible it could occur at sometime	1	Rare/impossible	May only occur in exceptional circumstances	Impact		Definition (Health Safety and Environment)	5	Major	<ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact 	4	Significant	<ul style="list-style-type: none"> A single death or life threatening injury/ injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a significant environmental effect or multiple incidents causing significant effect that need to be managed externally 	3	Moderate	<ul style="list-style-type: none"> Injury that requires hospital visit/minor treatment Moderate damage to an extended area and/or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation Single incident causing environmental impact requiring some external support to manage 	<p>Step 5 Review the generic or specific risk assessment and update if necessary. All generic risk assessments should be regularly reviewed at a frequency proportional to the risk prior to any controls being proposed. In practice, generic risk assessments should be reviewed at least annually, or more frequently:</p> <ul style="list-style-type: none"> where required by local instructions/procedures if the safe execution of the activity relies on stringent supervision and/or adherence to a safe system of work if there is reason to doubt the effectiveness of the current assessment following an accident or near miss following significant changes to the task, process, procedure, equipment, personnel or management following the introduction of more vulnerable personnel, e.g. persons with additional needs or pregnant staff <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="3">Risk Management</th> </tr> <tr> <th>Risk Rating</th> <th>Authority level</th> <th>How Risk should be managed</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;">1 – 3 (Very Low)</td> <td style="background-color: #008000; color: white;">School Business Manager</td> <td rowspan="2">Review periodically To ensure conditions have not changed and working within ALARP and risk appetite</td> </tr> <tr> <td style="background-color: #90EE90;">4 – 9 (Low)</td> <td style="background-color: #90EE90;">Headteacher/ Deputy Headteacher</td> </tr> <tr> <td style="background-color: #FFFF00;">10 – 12 (Medium)</td> <td style="background-color: #FFFF00;">Headteacher</td> <td>Implement good risk mitigations So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same.</td> </tr> </tbody> </table>	Risk Management			Risk Rating	Authority level	How Risk should be managed	1 – 3 (Very Low)	School Business Manager	Review periodically To ensure conditions have not changed and working within ALARP and risk appetite	4 – 9 (Low)	Headteacher/ Deputy Headteacher	10 – 12 (Medium)	Headteacher	Implement good risk mitigations So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same.
Likelihood		Definition																																											
5	Very likely	Is expected to occur in most circumstances/ highly probable																																											
4	Likely	Will probably occur at some time, or in most circumstances																																											
3	Unlikely	Could occur at some time, or some circumstances																																											
2	Very unlikely	Is unlikely to occur, but possible it could occur at sometime																																											
1	Rare/impossible	May only occur in exceptional circumstances																																											
Impact		Definition (Health Safety and Environment)																																											
5	Major	<ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact 																																											
4	Significant	<ul style="list-style-type: none"> A single death or life threatening injury/ injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a significant environmental effect or multiple incidents causing significant effect that need to be managed externally 																																											
3	Moderate	<ul style="list-style-type: none"> Injury that requires hospital visit/minor treatment Moderate damage to an extended area and/or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation Single incident causing environmental impact requiring some external support to manage 																																											
Risk Management																																													
Risk Rating	Authority level	How Risk should be managed																																											
1 – 3 (Very Low)	School Business Manager	Review periodically To ensure conditions have not changed and working within ALARP and risk appetite																																											
4 – 9 (Low)	Headteacher/ Deputy Headteacher																																												
10 – 12 (Medium)	Headteacher	Implement good risk mitigations So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same.																																											

2	Minor	<ul style="list-style-type: none"> Multiple injuries requiring first aid Minor damage to an area, and that can be remedied internally Multiple incidents causing minor environmental effect
1	Nil/Low	<ul style="list-style-type: none"> A very minor injury requiring superficial first aid treatment Limited short-term damage to an area of low environmental significance/ sensitivity Incidents causing very minor environmental impacts

15 – 16 (Medium to High)	Headteacher/ Chief Operating Officer	Requires active management Likely need for additional resources to treat the risk and limit impact
20 (High)	Headteacher/ Chief Operating Officer	Contingency plans These should be developed in advance and considered together with mitigations to achieve ALARP that is tolerable
25 (Very High)	Headteacher/ Chief Executive Officer	Operational capability may be compromised Urgent and robust action is required, e.g. evacuation of site, closure of school