

Activity/ Situation	WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020			
Location	Manor academy			
Persons at Risk	Pupils <input checked="" type="checkbox"/>	Employees <input checked="" type="checkbox"/>	Visitors <input checked="" type="checkbox"/>	Contractors <input checked="" type="checkbox"/>
HAZARD(S)	<p><i>Note: this list is not exhaustive and <b>must</b> be adapted for your own needs</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></li> <li><input checked="" type="checkbox"/> <b>Social Distancing Measures Not Followed During Travel to and from School</b></li> <li><input checked="" type="checkbox"/> <b>Inadequate Cleaning</b></li> <li><input checked="" type="checkbox"/> <b>Shared Resources</b></li> <li><input checked="" type="checkbox"/> <b>Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b></li> <li><input checked="" type="checkbox"/> <b>Site User Becoming Unwell</b></li> <li><input checked="" type="checkbox"/> <b>Site User Developing Symptoms</b></li> <li><input checked="" type="checkbox"/> <b>Inadequate Hand Washing/Personal Hygiene</b></li> <li><input checked="" type="checkbox"/> <b>Inadequate Personal Protection &amp; PPE</b></li> <li><input checked="" type="checkbox"/> <b>Visitors, Contractors &amp; Spread of Coronavirus</b></li> <li><input checked="" type="checkbox"/> <b>Inadequate Ventilation</b></li> </ul>			
CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
<p><i>Note: you <b>must</b> amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>				
<b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b>				
Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group	Details;-See detailed risk assessment through the link below	X	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19).	Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized 'bubbles'	<input type="checkbox"/>	<input type="checkbox"/>	X
In the younger years in Secondary Schools (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could		<input type="checkbox"/>	X	<input type="checkbox"/>

be asked to isolate should someone in group become ill with coronavirus (COVID-19).				
In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended		X	<input type="checkbox"/>	<input type="checkbox"/>
Where staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk is reduced by keeping pupils in the smaller, class-sized groups		<input type="checkbox"/>	<input type="checkbox"/>	X
Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups		X	<input type="checkbox"/>	<input type="checkbox"/>
Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible		X	<input type="checkbox"/>	<input type="checkbox"/>
It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group		<input type="checkbox"/>	<input type="checkbox"/>	X
Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport		X	<input type="checkbox"/>	<input type="checkbox"/>
Boarding pupils can be in one group residentially and another during the school day		<input type="checkbox"/>	<input type="checkbox"/>	X
Siblings may be in different groups		X	<input type="checkbox"/>	<input type="checkbox"/>
Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable		X	<input type="checkbox"/>	<input type="checkbox"/>
Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults		X	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children		X	<input type="checkbox"/>	<input type="checkbox"/>
Adults avoid close face to face contact and minimise time spent within 1 metre of anyone		X	<input type="checkbox"/>	<input type="checkbox"/>
Within the classroom a distance between people is maintained		X	<input type="checkbox"/>	<input type="checkbox"/>
Face to face contact time is reduced		X	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are seated side by side and facing forwards, rather than face to face or side on		X	<input type="checkbox"/>	<input type="checkbox"/>
Educational and care support is provided as normal to pupils who have complex needs or who need close contact care		X	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space		X	<input type="checkbox"/>	<input type="checkbox"/>

Large gatherings such as assemblies or collective worship with more than one group do not take place		X	<input type="checkbox"/>	<input type="checkbox"/>
The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building		X	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school	Staggered start and finish times should not reduce the amount of overall teaching time	X	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact		X	<input type="checkbox"/>	<input type="checkbox"/>
Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)		x	<input type="checkbox"/>	<input type="checkbox"/>
It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)		x	<input type="checkbox"/>	<input type="checkbox"/>
External entrances to classrooms are used where practical		X	<input type="checkbox"/>	<input type="checkbox"/>
Break times are staggered so that all pupils are not moving around the school at the same time		X	<input type="checkbox"/>	<input type="checkbox"/>
Lunch breaks are staggered		X	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of staff using Staff Room are limited or the use of Staff Room is staggered		X	<input type="checkbox"/>	<input type="checkbox"/>
During PE lessons pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.		X	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene	Schools should refer to the following advice: <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport  advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social Distancing Measures Not Followed During Travel to and from School</b>				

Parents and pupils are encouraged to walk or cycle to their education setting where possible		X	<input type="checkbox"/>	<input type="checkbox"/>
Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport	<a href="#">safer travel guidance for passengers</a>	X	<input type="checkbox"/>	<input type="checkbox"/>
Face coverings are required at all times on public transport for children, over the age of 11		X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Cleaning</b>				
A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place		X	<input type="checkbox"/>	<input type="checkbox"/>
Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal		X	<input type="checkbox"/>	<input type="checkbox"/>
Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use		X	<input type="checkbox"/>	<input type="checkbox"/>
Bins for tissues and other rubbish are emptied throughout the day		X	<input type="checkbox"/>	<input type="checkbox"/>
Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary		X	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it		<input type="checkbox"/>	<input type="checkbox"/>	X
<b>Shared Resources</b>				
For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared		X	<input type="checkbox"/>	<input type="checkbox"/>
Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces		X	<input type="checkbox"/>	<input type="checkbox"/>
Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles		X	<input type="checkbox"/>	<input type="checkbox"/>
Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school		X	<input type="checkbox"/>	<input type="checkbox"/>
Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and		X	<input type="checkbox"/>	<input type="checkbox"/>

development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources				
Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day		X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Staffing &amp; Spread of Coronavirus to Staff, PUPILS and Families, Visitors and Contractors</b>				
Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> , or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19)	X	<input type="checkbox"/>	<input type="checkbox"/>
Staff who are pregnant or others with specific health conditions may be asked to work from home as they are in the vulnerable group and to follow government advice as it is issued	<a href="#">clinically-vulnerable people</a>	X	<input type="checkbox"/>	<input type="checkbox"/>
Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils		X	<input type="checkbox"/>	<input type="checkbox"/>
Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19	See Inadequate Personal Protection & PPE section of this risk assessment	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Site User Becoming Unwell</b>				
If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their	<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>	X	<input type="checkbox"/>	<input type="checkbox"/>

household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms				
If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the PUPILS and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people	X	<input type="checkbox"/>	<input type="checkbox"/>
If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else		X	<input type="checkbox"/>	<input type="checkbox"/>
PPE should 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 pupil or a pupil with complex needs)	See Inadequate Personal Protection & PPE section of this risk assessment	X	<input type="checkbox"/>	<input type="checkbox"/>
If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home	<a href="#">guidance on isolation for residential educational settings.</a>	<input type="checkbox"/>	<input type="checkbox"/>	X
In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital		X	<input type="checkbox"/>	<input type="checkbox"/>
Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace.		X	<input type="checkbox"/>	<input type="checkbox"/>
Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell		X	<input type="checkbox"/>	<input type="checkbox"/>
The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people	<a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Site User Developing Symptoms</b>				
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not		X	<input type="checkbox"/>	<input type="checkbox"/>

come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit				
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to 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		X	<input type="checkbox"/>	<input type="checkbox"/>
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)		X	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff are asked to inform the school immediately of the results of a test		X	<input type="checkbox"/>	<input type="checkbox"/>
If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating		X	<input type="checkbox"/>	<input type="checkbox"/>
If someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days	Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace	X	<input type="checkbox"/>	<input type="checkbox"/>

<p>Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious</p>	<p>Close contact means: direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <p>proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person</p>	<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Public Health England is clear that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><b>Inadequate Hand Washing/Personal Hygiene</b></p>				
<p>Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Hands are washed with liquid soap &amp; water for a minimum of 20 seconds</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances</p>	<p>Skin friendly skin cleaning wipes can be used as an alternative</p>	<p>x</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

pupils should not be using alcohol based hand cleansers because of the risk of ingestion.				
The 'catch it, bin it, kill it' approach is very important and is promoted		X	<input type="checkbox"/>	<input type="checkbox"/>
Disposable tissues are available in each room for both staff and pupil use		X	<input type="checkbox"/>	<input type="checkbox"/>
Bins (ideally lidded pedal bins) for tissues are available in each room		X	<input type="checkbox"/>	<input type="checkbox"/>
Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them		x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Personal Protection &amp; PPE</b>				
Face coverings are not use in school as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education		X	<input type="checkbox"/>	<input type="checkbox"/>
PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	<a href="#">safe working in education, childcare and children's social care</a>	X	<input type="checkbox"/>	<input type="checkbox"/>
Pupils and staff who use them are required to remove face coverings on arrival at school		X	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are instructed not to touch the front of their face covering during use or when removing face coverings		X	<input type="checkbox"/>	<input type="checkbox"/>
Pupils that arrive wearing a face covering must remove it, must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash		X	<input type="checkbox"/>	<input type="checkbox"/>

their hands again before heading to their classroom				
<b>Visitors, Contractors &amp; Spread of Coronavirus</b>				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site		X	<input type="checkbox"/>	<input type="checkbox"/>
School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival		X	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such		X	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely		X	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention	Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits	X	<input type="checkbox"/>	<input type="checkbox"/>
A record is kept of all visitors		X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Ventilation</b>				
Ventilate spaces with outdoor air		X	<input type="checkbox"/>	<input type="checkbox"/>
Ensure regular airing with windows (even in mechanically ventilated buildings)		X	<input type="checkbox"/>	<input type="checkbox"/>
Keep toilet ventilation in operation as much as possible while building is occupied		X	<input type="checkbox"/>	<input type="checkbox"/>
Switch air handling units with recirculation to 100% outdoor air		X	<input type="checkbox"/>	<input type="checkbox"/>
Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation	Fire doors must not be propped open unless they have a self-closing hold open device fitted	X	<input type="checkbox"/>	<input type="checkbox"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment				
		Yes X		No <input type="checkbox"/>
What is the level of risk for this activity/situation with existing control measures		High <input checked="" type="checkbox"/>	Med <input type="checkbox"/>	Low <input type="checkbox"/>

Is the risk adequately controlled with existing control measures	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Have you identified any further control measures needed to control the risk and recorded them in the action plan	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>ACTION PLAN</b> (insert additional rows if required)	<b>To be actioned by</b>		
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	<b>Name</b>	<b>Date</b>	
<a href="#">Link to detailed risk assessment</a>	Aaron Lethem	30/08/20	
<a href="#">Link to September arrangements document</a>	Aaron Lethem	30/08/20	
<a href="#">Link to parent/student information</a>	Aaron Lethem	30/08/20	
State overall risk level assigned to the task <b>AFTER</b> implementation of control and action plan measures taken as a result of this risk assessment	High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Is activity still acceptable with this level of risk?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If no, has this been escalated to senior leadership team?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Assessor(s):</b>		<b>Signature(s):</b>	
<b>Position(s):</b>			
<b>Date:</b>		<b>Review Date:</b>	
<b>Distribution:</b>			
	<i>Risk rating</i>	<i>Action</i>	
	<b>HIGH</b>	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)	
	<b>MEDIUM</b>	Review/add controls (as far as reasonably practicable) & monitor	
	<b>LOW</b>	Monitor control measures	

**POTENTIAL OUTCOME**

Catastrophic	Fatal injury/permanent disability
Major	RIDDOR reportable Specified Injury/ Disease/Dangerous Occurrence
Moderate	RIDDOR reportable over 7 day injury
Minor	Minor injury (requiring first aid)
Insignificant	Minor injury

**LIKELIHOOD**

Highly likely	More likely to occur
Likely	
Possible	
Unlikely	
Remote	
	Less likely to occur

**POTENTIAL OUTCOME**

Catastrophic					
Major					
Moderate					
Minor					
Insignificant					
	Remote	Unlikely	Possible	Likely	Highly Likely

**LIKELIHOOD**