

Activity/ Situation	WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020 v 3.9.20				
Location	St Barnabas CE Primary School				
Persons at Risk	Pupils ☒	Employees☒	Visitors ☒	Contractors ☒	
HAZARD(S)	<p><i>Note: this list is not exhaustive and <u>must</u> be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✗ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed ✗ Social Distancing Measures Not Followed During Travel to and from School ✗ Inadequate Cleaning/Sanitising ✗ Shared Resources ✗ Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ✗ Site User Becoming Unwell ✗ Site User Developing Symptoms ✗ Inadequate Hand Washing/Personal Hygiene ✗ Inadequate Personal Protection & PPE ✗ Visitors, Contractors & Spread of Coronavirus ✗ Inadequate Ventilation 				
Associated documents & Guidance	<p> <i>Staff Handbook</i> <i>Letters to Parents</i> <i>Office Procedures</i> <i>School timetables& staff rotas</i> <i>Visitor information</i> <i>CYC Schools Information</i> <i>Out of School Club Risk Assessment and Operational Plan</i> <i>Schedule of cleaning – Sewell</i> <i>ABM (catering) Risk Assessments</i> </p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>				
CONTROL MEASURES		ADDITIONAL INFORMATION			<div>YES</div> <div></div> <div></div>

Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed

<p>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</p>	<p>Details of bubbles :</p> <p>Class bubbles for the majority of time & for times when close contact between children may take place. Larger Key Stage bubbles for low contact and outdoor activities.</p> <p>R & KS1</p> <ul style="list-style-type: none"> • Reception and Year 1 (44 children) - one class bubble working across the 2 rooms and shared outdoor area. However will be in their own class bubbles for 'carpet/ whole class teaching' activities. • Year 2 - one class bubble in their own classroom most of the time • R, Y1 & Y2 (Max 70 children) as a bubble for non and low contact indoor / outdoor breaktimes. Lunch as Key Stage bubble in hall – sat as separate classes with space of 2m in between classes. The hall is a large enough space to distance within and between classes. • Y1 & 2 need to share 1 set of toilets so groups visit at staggered times / staff monitor number of children in toilets before sending further children. Children taught to wait in cloakroom if children from different classes are using the sinks. • R & KS1 as one bubble for after school clubs including the Out of School Club (paid childcare) <p>KS2 – 3 classes (Max 70 children)</p> <ul style="list-style-type: none"> • Each class as a bubble in their own classroom for the majority of the time • KS2 as one bubble for non and low contact indoor and outdoor breaktimes. • KS2 as one bubble for after school clubs including the Out of School Club (paid childcare) • KS2 need to share 1 set of toilets so groups visit at staggered times / staff monitor number of children in toilets before sending further 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>children. Children taught to wait in cloakroom if children from different classes are using the sinks.</p> <ul style="list-style-type: none"> Lunch as Key Stage bubble in hall – sat as separate classes with space in between classes at 2m. The hall is a large enough space to distance within and between classes. <p>Lunchtime – see staff handbook / timetables for more information. Class arrival and departure times to/ from the hall and going to the hatch to collect lunch will be staggered.</p> <p>Late arrival at school / pupils being collected during the school day – see staff handbook & letter to parents 24.8.20</p> <p>Kestrel Class (Danesgate - use a KS2 classroom) as a bubble (as usual – don't mix with St Barnabas pupils). To be informed of school timetable & RA – use toilets under supervision and at different time to St B pupils. Drop off and departure times at different times to school start / end.</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>Record of class groups and after school clubs. Children sitting in same consistent place in classrooms and lunchtimes – teachers to note seating places. Adults note friendship groups that spend time together at breaktimes especially across groups. Liase with Out of School Club if need information for Track and Trace</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools may be able to implement groups that are 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).	<p>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' See above</p>	<input checked="" type="checkbox"/>	<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 class-sized groups	<ul style="list-style-type: none"> See above RE bubbles. In EYFS/ Y1, limit the number of children working in each area to support distancing. All children taught to follow the 'no touching rule' External classroom doors are used to enter/exit building – children in ordered lines 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • All children encouraged to keep an arm's length distance from each other – older children expected to do this. • Classrooms are not big enough for children to sit individually therefore they will be seated in pairs on a table – keep pairings consistent. • See staff handbook for more information 			
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	<ul style="list-style-type: none"> • See above RE bubbles. • KS1 and KS2 bubbles will not mix • Children taught to keep their distance at breaktimes and when moving around school. Fewer children on the playground allows distancing • Classroom layout allows tables to be spaced out as much as possible. • Movement around the class is minimised 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p> <p>Social spaces in school are: Corridor areas Cloakrooms X2 Locker area x1 KS toilets Hall</p>	<ul style="list-style-type: none"> • Children all based in own classrooms apart from YR/Y1 shared spaces. • Corridor work areas and Room 1 (small group working room) – timetabled use by groups from within same bubble with adult. Tables cleaned in between groups from a different class bubble. • Shared locker space between Y4/5 and Y5/6 – these classes in the same KS bubble but minimise contact by coordinating locker visits between classes • Shared cloakroom space & toilets between Y1 and Y2 – these classes in the same KS bubble but minimise contact by coordinating toilet / cloakroom visits between classes • Children enter/ exit between classroom and playground via own external doors so reduces congestion in shared areas. 	<input checked="" type="checkbox"/>	<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	<ul style="list-style-type: none"> • As much distance as practical when the whole class is on the carpet area – no touching each other • Areas of provision spaced out as much as is practical • Limit number of children in areas through signage / markings on floor • Children still encouraged to distance / not touch each other 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools keep children in their class groups for the majority of the classroom time, but also allow	<ul style="list-style-type: none"> • See above RE bubbles. • Out of School Club – will follow specific guidance for Out of School Clubs. Due to small numbers, the club will aim to place children in Key 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mixing into wider groups for specialist teaching, wraparound care and transport	<p>Stage bubbles with children from different classes separated. However, if numbers are very low, the bubble may need to be mixed KS1 and 2.</p> <ul style="list-style-type: none"> Parents using the Out of School Club to give a month's notice of dates so that consistent groupings and staffing can be planned. 			
Siblings may be in different groups	Siblings in different classes across school	<input checked="" type="checkbox"/>	<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	<ul style="list-style-type: none"> Staffing planned so majority of teachers / TAs stay in the same class. PPA teachers work across one Key Stage only Sports coach (1 day per week) works with one Key Stage only for ½ term. Lunchtime staff need to work across key stages so will need to be more vigilant at keeping distance. Staff should avoid going into other classes / Key Stage bubbles unless pre-arranged. SLT can visit classes for the purpose of being visible / support / monitoring etc. This should be pre-arranged wherever possible so that an area can be designated where they can be distanced from the children. SLT wash hands before / after visit & avoid touching surfaces in classroom. Being visible (saying hello) from the doorway may be enough. 	<input checked="" type="checkbox"/>	<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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children	<ul style="list-style-type: none"> Classroom set up so that 1st row of tables are 2m away from teacher at the front if possible. At least 1+m if 1m not possible On carpet area – 2m away from children not possible – ensure at least 1+m 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults avoid close face to face contact and limit time spent within 1 metre of anyone to less than 15 minutes duration	<ul style="list-style-type: none"> See staff handbook for more information. INSET to cover this Staff meetings in large space seated 2m apart Capacity of staffroom reduced & use of staffroom staggered to ensure distancing of 2m. Have additional tea/coffee making facilities in Room 1 / use back of hall if staffroom is full. Staff are instructed to avoid close face to face contact. Staff are advised to wear PPE if they need to have close face to face contact. Staff have option of wearing a visor if need to spend more than 15 minutes within 1m of anyone. (Also see PPE section) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within the classroom a distance between people is maintained so far as reasonably practical	It is accepted that distancing may not be possible in primary schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unnecessary furniture removed to create as much space as possible			
Unnecessary furniture has been moved out of classrooms to make more space				
Face to face contact time is reduced and limited to no more than 15 minutes duration	Staff working with small groups – activities no longer than 15 minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are seated side by side and facing forwards, rather than face to face or side on	<ul style="list-style-type: none"> EYFS & KS1 rows are not practical due to need for areas of continuous provision. Children will be spaced out as much as possible. KS2 classes – tables to be arranged in rows where possible so children seated side by side YR & KS1 – seated in rows facing the front on the carpet. Tables arranged where possible so that children aren't facing each other. If children do need to face each other (due to lack of space), ensure 2 tables width between them (= 106cm) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff will work side on to pupils as opposed to face to face whenever possible	<ul style="list-style-type: none"> Staff informed of this in staff handbook. INSET to cover this. 	<input checked="" type="checkbox"/>	<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	<ul style="list-style-type: none"> Individual risk assessments / health care plans in place for these pupils 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large gatherings such as assemblies or collective worship with more than one group do not take place	<ul style="list-style-type: none"> Collective worship will take place remotely or with one class in the hall. 	<input checked="" type="checkbox"/>	<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	<ul style="list-style-type: none"> Pupils in their classrooms for lessons apart from PE or outdoor activities Hall timetabled for use and all staff aware. Outdoor PE where possible. Where indoor PE is unavoidable, the whole hall should be used when the whole class is together and activities should be more controlled and lower level (e.g. gymnastics where children are in a space rather than activities that involve running around). No contact sports in PE. Stagger visits to cloakroom / locker areas 	<input checked="" type="checkbox"/>	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	Drop off	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>8:40 Family groups and Solos Surnames A-L (& Playgroup siblings & Breakfast Club pupils)</p> <p>8:55 Family groups and Solos M-Z (go by eldest child surname if different family names)</p> <p>Enter through the side gate. Children stand on their class lines as soon as they come into the playground and taken in through their separate class entrances.</p> <p><u>Collection</u></p> <p>2:55 Family groups and Solos Surnames A-L</p> <p>3:10 Family groups and Solos M-Z (& After School Club pupils)</p> <p>Y3/4 and Y4/5 collect from the classroom door as at back of school</p> <p>Exit through back gate morning and afternoon - one way system</p> <p>See letter to parents 25.8.20</p> <p>Out of School Club: Children attending Breakfast Club to join first drop off group at 8:40am. Children attending After School Club to join 2nd (3:05pm) group. Each Key Stage will be collected from their classrooms by OOSC staff – not to meet in central area as previously.</p>			
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)	See above.	<input checked="" type="checkbox"/>	<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)	<ul style="list-style-type: none"> Parents informed by letter on 24.8.20 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External entrances to classrooms are used where practical	<ul style="list-style-type: none"> Children will enter / exit through individual external entrances apart from Y2 who will use KS1 cloakroom to enter / through day and external door at end of day. (see staff handbook) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Break times are staggered so that all pupils are not moving around the school at the same time	<ul style="list-style-type: none"> KS1 / KS2 have different breaktimes Classes use external entrances to reduce movement inside school 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch breaks are staggered	<ul style="list-style-type: none"> R & Y1 lunch 11:30-12:30 KS2 lunch 12:20-1:20 (or 12:30-1:30 if more time needed for cleaning) Tables & serving hatch in hall cleaned between KS1/KS2 sittings 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of staff using Staff Room are limited or the use of Staff Room is staggered	<ul style="list-style-type: none"> Staggered use of staffroom Number of chairs reduced & distanced at 2m Alternative room suggested for staff breaks if staffroom full 	<input checked="" type="checkbox"/>	<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.	<ul style="list-style-type: none"> PE takes place in class groups Support from PE specialist with non contact activities Staff INSET on safe working in PE (See guidance below) Consecutive PE lessons on same day take place with the same KS group with shared equipment – cleaned between each class / put out of use for 72hrs before use by other KS. 	<input checked="" type="checkbox"/>	<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	<p>Schools should refer to the following advice: guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport</p> <p>advice from organisations such as the Association for Physical Education and the Youth Sport Trust</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28/8 Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.	<p>Singing / talking together as a group (e.g. whole class counting /chanting times tables/ Talk for Writing), can take place under the following conditions:</p> <ul style="list-style-type: none"> In a group no larger than the class bubble Using quiet voices Pupils seated side by side not face to face Adult leading the group is at the side or at least 2m away if face to face Outside wherever possible If needs to be inside: In a very well ventilated & spacious room (use hall if possible) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Distancing Measures Not Followed During Travel to and from School

Parents and pupils are encouraged to walk or cycle to their education setting where possible	<ul style="list-style-type: none"> See Letter to Parents 24.8.20 Implement usual safe travel strategies – no parking bollards / letter requesting no parking on Jubilee Terrace 	<input checked="" type="checkbox"/>	<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	safer travel guidance for passengers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Face coverings are required at all times on public transport for children, over the age of 11	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Inadequate Cleaning/Sanitising

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	Cleaning of contact points – classroom tables, door handles, toilets in the middle of the day. Cleaning of share touch points & toilets by Sewell cleaner. Cleaning of classroom tables by teachers. Cleaning of staffroom touch points by admin.	<input checked="" type="checkbox"/>	<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	<p>Deep cleaning at the end of each day as usual and according to specific Covid-19 guidance. (See information from Sewell).</p> <p>Each classroom to be supplied with cleaning equipment from Sewell, anti-bac wipes and Milton. Teacher to check these supplies daily – request more disinfectant spray from Sewells, request more Milton/ antibac wipes from KB/ office.</p> <p>Hand sanitiser available from Sewell (Site officer – Steve) Tissues & gloves available from the office</p> <p>All doors to be propped open to avoid touching. Teachers instructed that if they prefer to have classroom doors closed, they need to clean door handles in middle of day (see staff handbook)</p>	<input checked="" type="checkbox"/>	<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	n/a Encourage use of own pen for signing in sheet. Hand sanitiser available at signing in station.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bins for tissues and other rubbish are emptied throughout the day	Pedal bins avoid need to have bins emptied during day	<input checked="" type="checkbox"/>	<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	KB to check on weekly basis regularly with Sewell & office (cleaning equipment, paper towels, soap, toilet rolls, bin bags in Sewell office, PPE & tissues in the office). Sets of PPE in each classroom and Key Stage corridors. Masks, aprons, gloves in first aid bin bags to be taken outside.	<input checked="" type="checkbox"/>	<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	Large outdoor play equipment is shared by the same key stage bubble for a week. Monday to Thursday. Left for 72hrs before next key stage uses it the following week. If Kestrel class or Out of School Club use any fixed or portable play equipment, they are responsible for cleaning it after use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared Resources				
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	Children in Y2-Y6 have own set of frequently used resources in plastic pockets – see staff handbook for list of suggested items YR Y1 have their own named plastic pocket with whiteboard & pen & maths equipment. Pens and pencils are shared to encourage mark making in other areas – pots of pens/pencils rotated daily. YR & KS1 continuous provision areas – resources are washable and cleaned / rotated daily.	<input checked="" type="checkbox"/>	<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	Items in class need to be washable – to avoid high lengths of time spent cleaning items, plan activities to keep resources to a minimum. Minimum amount of resources in classrooms – surfaces need to be clear at end of days to be cleaned. Resources that cannot be cleaned, put in quarantine for 48 hrs / 72hrs for plastics Reading books shared in class bubbles where possible (teachers swap selections regularly). Children wash hands before / after handling them. Books returned from home into quarantine for 48hrs (return on a Friday – put back on	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Monday). Younger children may need to be given 2-3 books at beginning of week.			
	Tables cleaned in the middle of the day			
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	<p>Each key stage have set of frequently used PE equipment to ensure sharing within the same bubble – use 2nd PE cupboard/ disabled toilet to separate items</p> <p>After using whole school shared science / art /maths equipment – place label on with date returned so other staff aware of when it can be re-used by another bubble (48/72 hrs).</p> <p>Do not take equipment from other KS bubble without checking it has been unused for 48/72hrs.</p> <p>PE / large outdoor play equipment timetabled for a week for each key stage bubble with weekend in between.</p>	<input checked="" type="checkbox"/>	<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	<p>Lunch boxes on usual key stage trolleys</p> <p>Children asked to bring minimum resources – leave reading books at home to read until return day.</p> <p>Y2+ bring water bottles.</p> <p>Mobile phones (for Y5/6 where necessary) to be avoided unless absolutely necessary see letter to parents 24.8.20. They are placed in the box and taken out by children. Box kept in classrooms – in teacher's desk drawer.</p>	<input checked="" type="checkbox"/>	<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 development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources	<p>Teachers avoid taking children's exercise books home unless essential – marking done at school wherever possible. Marking to be 'live marking and feedback' during the lesson as much as possible to avoid handling books.</p> <p>Have class feedback sheet to make notes during lesson to inform future planning.</p> <p>See above for reading books.</p> <p>Wash hands before collecting in & after handling books.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day	Avoid bringing in devices from home that will be used in shared areas. If this is necessary, clean at beg / end of day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors

<p>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</p>	<p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 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)</p> <ul style="list-style-type: none"> • Signage at school entrances • Parents informed in letter (24.08.20) before beginning of term & ongoing reminders 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Staff with specific health conditions who fall within the clinically extremely vulnerable category and have been shielding, are advised to stay at home as much as possible. If working from home is not possible, they may be asked to return to work from 1st August. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible</p>	<p>Clinically extremely vulnerable</p> <p>Individual risk assessments are needed and guidance must be sought</p> <p>No staff are in the extremely vulnerable category</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Staff who are in the clinically vulnerable group can work in school, subject to an individual risk assessment and being able to maintain social distancing as much as possible</p>	<p>Clinically-vulnerable people</p> <p>Individual risk assessments are needed and guidance must be sought</p> <p>Clinically vulnerable staff are expected to be in work & have individual risk assessments.</p> <p>Can work with children but follow social distancing requirements</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>Consider longer engagement of supply staff to minimise movement between sites</p> <ul style="list-style-type: none"> • The same PE specialist and peripatetic music teacher work in school on a regular weekly basis. Risk assessments are shared with them. • Supply covered by school part time staff where possible • Agency supply staff – ensure agency have shared their guidance with school & school are satisfied with this (Work with Schools / Yorkshire Education – both agencies have robust procedures in place) . Add specific Covid guidance to supply teachers' school information sheet 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	and check teacher understands this. Send RA & staff handbook to agencies. Communicate to agency need for teacher to arrive slightly earlier to go through guidance before school.			
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site User Becoming Unwell				
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 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms	stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<p>Child to wait in Room 2 with windows open and door closed.</p> <p>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</p> <p>PPE to be used by member of staff supervising child (See additional guidance)</p>	<input checked="" type="checkbox"/>	<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	<p>Use toilet in entrance. Place Out OF USE sign on door so no one else uses until cleaned</p> <p>Inform facilities officer and cleaning staff if this is the case.</p>	<input checked="" type="checkbox"/>	<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	<input checked="" type="checkbox"/>	<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	guidance on isolation for residential educational settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input checked="" type="checkbox"/>	<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.	Follow flow chart from Public Health Be advised by Public Health about who should self-isolate if there is a positive case in school Inform staff to be alert to symptoms if they have helped someone with symptoms Inform parents that school may have to notify other parents if child has had a positive test - no names shared unless advised by Public Health. Inform staff & visitors that their details may need to be passed on to test & trace if there is a case of Covid in school – see new privacy notice sent to parents including test and trace information.	<input checked="" type="checkbox"/>	<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	Staff and pupils in this bubble must do this .	<input checked="" type="checkbox"/>	<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	COVID-19: cleaning of non-healthcare settings guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site User Developing Symptoms – See Schools Pack provided by CYC Public Health				
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and	See parents letter 24.8.20 School has a small number of home testing kits that can be given out in case of difficulties accessing a test for pupils that are being sent home with symptoms. Tests kept in school office. See guidance from DfE about use of tests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	See parents letter 24.8.20 of this in letter before start of term Staff handbook / staff training on need to monitor who children have close contact with in school Staff to be aware of who they have close contact with (at home & in school)	<input checked="" type="checkbox"/>	<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 self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)	See parents letter 24.8.20 Inform staff in INSET at beg Sept	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff are asked to inform the school immediately of the results of a test	See parents letter 24.8.20 Inform staff in INSET at beg Sept	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone tests negative, if they feel well and <u>no longer have symptoms</u> 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	See parents letter 24.8.20. Children should continue to stay at home until they are better if still have symptoms Inform staff of this	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>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 10-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</p>	<p>coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace</p> <p>See flowchart – displayed in main office / Head's Office / Staffroom.</p> <p>HT to check with parent before child returns to school that they don't have a high temperature – shouldn't return in this case</p>			
<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>Staff INSET at beginning of September - importance of knowing the close contact definition. Display in staffroom / key stage areas /office in school / inform parents</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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>Staff training on other ways of identifying that child may possibly have high temperature.</p> <p>Use non-contact thermometer to take children's temperature if suspect they have a high temperature (will not be used routinely). Be aware that if temperature is normal, child still needs to go home if displaying other COVID symptoms.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Inadequate Hand Washing/Personal Hygiene</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>Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils:</p> <p>All classrooms have sinks – this allows for regular handwashing for pupils and staff. Discuss practicalities of whole class handwashing at INSET at beg Sept</p> <p>Information about need to regularly clean hands added to visitor information sheet</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands are washed with liquid soap & water for a minimum of 20 seconds	<p>Remind children how to do effective handwashing on return to school</p> <p>Videos https://www.youtube.com/watch?v=S9VjeIWLnEg WHO guidance : https://www.who.int/qpsc/clean_hands_protection/en/</p> <p>Children are supervised when handwashing (in classrooms & KS1) Posters to be displayed by sinks</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<ul style="list-style-type: none"> Regular handwashing with soap will take place – as a minimum on arrival at school, after breaks, after PE, before eating, after coughing / sneezing, before going home. Children supervised by adults for this. Use paper towels rather than hand dryers (installation of paper towel dispensers requested from Sewell) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 pupils should not be using alcohol based hand cleansers because of the risk of ingestion.	Hand sanitiser only used for adults.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The 'catch it, bin it, kill it' approach is very important and is promoted</p>	<p>CATCH IT <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small></p> <p>BIN IT <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small></p> <p>KILL IT <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small></p> <p> Child friendly posters displayed in classrooms and school Teachers to include as part of return to school information to children & give regular reminders</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Disposable tissues are available in each room for both staff and pupil use</p>	<p>KB / office to check tissue supplies regularly (see office procedures)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Bins (ideally lidded pedal bins) for tissues are available in each room</p>	<p>In place in each classroom, staff toilets, office</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>No pupils with these needs at the moment. Do individual risk assessment if needed.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Inadequate Personal Protection & PPE</p>				
<p>28/8 Face coverings are currently not in use by pupils in Primary schools as the risks are considered to be lower 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</p>	<p>Pupils not permitted to wear face coverings in school (classrooms or communal areas) unless there is a specific medical reason and advised by Public Health that it would be in the child's best interests to wear a mask.</p> <p>See parents letter 24.8.20 & ongoing communication</p> <p>Teaching staff not to wear face masks in the classroom with pupils (unless need to have close face to face contact or need to wear PPE for first aid/ pupils with COVID symptoms)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>It is not necessary to wear face coverings in the classroom, where protective measures already</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mean the risks are lower, and where they can inhibit learning	Teaching staff to have option to wear a clear visor if needed to work with pupils at less than 2m distance. Inform staff that this doesn't guarantee protection so not a replacement for the other control measures			
28/8 In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.	<p>Staff & visitors asked to wear face coverings in communal areas where it is difficult to maintain stringent social distancing between adults (corridors, staffroom, during meetings) apart from in the following circumstances:</p> <ul style="list-style-type: none"> -the person has a legitimate reason not to wear one -eating and drinking -Speaking with someone who relies on lip reading, clear sound or facial expression to help with communication <p>Inform staff in INSET and handbook.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>In such circumstances as face coverings are allowed to be worn in school they must be worn correctly</p> <p>Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use</p> <p>Where a face covering becomes damp, it should not be worn and the face covering should be replaced</p>	<p>Inform staff in INSET & handbook</p> <p>Pupils to remove masks worn to travel to / from school outside the building.</p> <p>Parents asked to take masks home were possible. Where not possible, children asked to bring / are given a sealable bag and asked to store in their bag/ locker/tray. Staff not to touch pupils' masks.</p> <p>Staff to have individual named visors. Store in large plastic bags between use & wash daily.</p>	<input checked="" type="checkbox"/>	<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	<p>Staff INSET to remind staff of importance of this</p> <p>Full PPE sets available in each classroom & in office with instructions for donning and doffing. (Reminder at September INSET)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	safe working in education, childcare and children's social care			
Pupils are required to remove face coverings on arrival at school	See parents letter 24.8.20. Masks to be taken home by parent where possible or pupil/ parent places mask in a sealable plastic bag. Pupil to store in their bag/ locker/ tray. Disposable masks to be put in bins with lids. Inform staff in INSET and handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils & staff are instructed not to touch the front of their face covering during use or when removing face coverings		<input checked="" type="checkbox"/>	<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 their hands again before heading to their classroom		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitors, Contractors & Spread of Coronavirus				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site	<ul style="list-style-type: none">Essential visitors to school onlyVisits arranged by School should be checked with the HeadteacherSewell (Contractors) should be checked with Headteacher	<input checked="" type="checkbox"/>	<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	Guidance sheet for visitors – asked to maintain 2m distance & wash hands regularly. Site Manager to ensure Sewell contractors read guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such	See above	<input checked="" type="checkbox"/>	<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	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and that all required controls are in place to allow the work to continue safely				
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 Headteacher / Site Manager to check	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A record is kept of all visitors	Via usual signing in sheet - names clearly printed in case of needing to contact visitor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Ventilation				
Ventilate spaces with outdoor air	<ul style="list-style-type: none"> Occupied room windows open (user to open on entry) External classroom doors open unless it is too cold Internal classroom doors propped open 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible, occupied room windows should be open.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep toilet ventilation in operation as much as possible while building is occupied	<ul style="list-style-type: none"> No windows in any toilets but ventilation remains on 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Use non slip door wedges	<input checked="" type="checkbox"/>	<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 <input checked="" 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"/>			
Have you identified any further control measures needed to control the risk and recorded them in the action plan	Yes <input checked="" type="checkbox"/>			

ACTION PLAN (insert additional rows if required)		To be actioned by		
Further control measures to reduce risks so far as is reasonably practicable		Name	Date	
Staff handbook with more detail	K Boardman	Draft issued 12.7.20 To be updated by 7.9.20		
Staff INSET to provide training on RA & procedures on 7 th & 8 th September	K Boardman			
Parent letters & communication	K Boardman	Letter 1 – info about drop off / collection sent out 10.7.20 Letter 2 – 24.8.20 Key information followed up with texts/ facebook comms in the 2 weeks before term starts and ongoing reminders.		
Amend risk assessment in light of new advice / guidance	K Boardman	As needed		
Governors' Risk Assessment working party to hold regular meetings (weekly initially) to keep RA under review	A Williamson (Chair of Governors)	Meeting on 16.7.20 to discuss draft RA Meeting on 1.9.20 Working party every 2 weeks initially & when needed if situation changes		
Risk assessments for clinically vulnerable staff members	K Boardman			
Good communication with Out of School Club including sharing of Risk Assessment	K Boardman	Meeting 28.8.20 to plan opening procedures. Meeting 8.9.20 with OOSC manager & ongoing communication		
Communication with Kestrel staff, including sharing risk assessment	K Boardman	Meet with Kestrel teacher 8.9.20		
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment		Hig h <input type="checkbox"/>	Med ☒	Low <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes ☒		
Is activity still acceptable with this level of risk?		Yes ☒		
If no, has this been escalated to senior leadership team?		Yes <input type="checkbox"/>		
Assessor(s):	Karen Boardman	Signature(s):		
Position(s):	Headteacher			

Date:	3rd September 2020	Review Date:	11th September 2020

Distribution: All staff, all parents, school website, Kestrel class, Sewell staff,

<i>Risk rating</i>	<i>Action</i>
HIGH	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)
MEDIUM	Review/add controls (as far as reasonably practicable) & monitor
LOW	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