

This Risk Assessment has been updated in light of the updated Contingency Framework 15th December, 2022
The Risk Assessment was updated on Sunday, 2nd January 2022 following further guidance from the SoS, Education.

[Contingency Framework](#)

Simon Essex, Headteacher

General Principles of the Contingency Framework

Prioritising education

The overarching objective is to maximise the number of children and young people in face-to face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk.

The impacts of having missed face-to-face education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks.

Decision-makers should endeavour to keep any measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so.

Measures affecting education and childcare settings across an area should not be considered in isolation but as part of a broader package of measures. Attendance restrictions should only ever be considered as a last resort - neither contacts or siblings of positive cases should be asked to isolate.

We will take extra action, when:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

For schools, this could include:

- a form group or subject class
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity

Aspects to Consider (List only actual hazards/issues related to planned activities)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	When Done & By Whom?
Should our school have a contingency plan?	<p>In the event of it 'bubbles' being reintroduced for a temporary period, the school should revert to the systems that were in place at the start of the spring term 2021, unless they are superseded by newer government rulings. Schools are advised to keep the details of their previous systems on file, in case of further closures. Outbreak management plans should cover that possibility.</p> <p>Outbreak Management Plan</p>	It would be advisable to revert to the previous bubble system that was in place at the facility in the event of a local outbreak.	The HT will follow the Outbreak Management Plan.
Use of equipment in practical lessons	<p>The school will follow guidance from professional organisations linked to departments, for example CLEAPs.</p> <p>The school will follow enhanced cleaning and quarantining of equipment if there is an outbreak.</p>	Subject Leaders for P.E, DT, Science, Art will ensure good hand hygiene in their areas.	HT will review, as necessary.

Aspects to Consider (List only actual hazards/issues related to planned activities)	Who is Affected/What Might Happen? (Staff, students, visitors, etc.)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	When Done & By Whom?
How to reduce likelihood of transmission during Open evening or similar school events	Staff, students and visitors	Encourage LFT beforehand Remind noone should attend with symptoms Limit number of people in the HT's presentation Social distancing Open up more classrooms use outdoor spaces, outside corridors or large, open indoor spaces.	HT	HT

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Identifying close contacts.	<p>Close contacts will be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>In line with other settings, NHS Test and Trace will work with the positive case to identify close contacts.</p>	<p>Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact.</p> <p>Adults who are double-vaccinated and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time.</p> <p>When we reach the 10% threshold in a group - we inform parents and ask for all students and staff to complete 7 day LFT testing and provide kits to do so</p>	<p>The HT will liaise directly with NHS Test & Trace, if required.</p>
Does this apply to all students and staff?	<p>Children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take take a daily LFT for seven days.</p>	<p>Where a staff member has tested positive for COVID-19, education and childcare settings do not need to routinely contact the NHS Self Isolation Service Hub to provide details of close contacts</p>	

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<p>Are face coverings still required in school?</p>	<p>Face-coverings should be worn in corridors and communal areas. Students are expected to wear face-covering in classrooms.</p> <p>You have a duty to make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.</p> <p>No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.</p>	<p>Following the announcement on 2nd, January 2022, face-coverings will be worn in classrooms for pupils over 11 years old, students and staff, unless they are exempt or have a reasonable excuse.</p> <p>We will allow for circumstances where people are not able to wear face coverings.</p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, face coverings should also be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas.</p> <p>Pupils and students in these settings must also wear a face covering when travelling on public transport and should do so on dedicated transport to and from the setting.</p>	<p>The HT in consultation with PHE will make the decision, if necessary.</p>

LFT Risk Assessment			
Aspects to Consider (List only actual hazards/issues related to planned activities)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	When Done & By Whom?
Should schools still offer testing?	<p>Schools will provide one LFT before they start school in January 2022.</p> <p>All staff and students are being asked to test at home before returning</p> <p>All students test before a sports fixture.</p> <p>Secondary schools should retain a small asymptomatic testing site (ATS) on-site</p> <p>Pupils should then continue to test twice weekly at home until the end of January, when this will be reviewed.</p>	<p>All settings should ensure their contingency plans reflect the possibility of increased use of lateral flow device (LFD) testing by staff and, where they are already being offered testing, for pupils and students.</p> <p>This could include advice on increased LFD testing, which may be advised for an individual setting or in areas of high prevalence by DsPH as part of their responsibilities in outbreak management.</p> <p>From Tuesday 14 December, a new national approach to daily testing for contacts of COVID-19 has been introduced. For more detail on daily testing, all sectors should see further information in the Schools COVID-19 operational guidance. Details are also available in specific sector guidance.</p> <p>Adults who are double-vaccinated and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time.</p> <p>This could also include advice on the reintroduction of onsite LFD testing for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and DsPH decide it is appropriate.</p> <p>These additional testing measures would need to be agreed with settings and we encourage DsPH to consult settings and work with them to identify what support may be needed to do this.</p> <p>Secondary schools and colleges should consider how onsite LFD testing could be implemented in a way that does not negatively impact the education they provide to their pupils and students.</p> <p>DsPH should keep DfE and UKHSA informed of all cases where they are considering recommending onsite LFD testing for an education setting, via their RPT and RSC.</p>	HT
What should we do if a member of staff or student has a positive LFD result?	<p>Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID19.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the person can return to school, as long as the individual doesn't have COVID-19 symptoms.</p> <p>Additional information on PCR test kits for schools and further education providers is available.</p>	<p>The student will be provided with remote learning.</p> <p>The member of staff, if able, will teach lessons remotely.</p>	

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What happens if the measures are changed?	<p>You should have outbreak management plans outlining how you would operate if there were an outbreak in your school or local area. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>Outbreak Management Plan</p>	<p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission. The government will review its approach for enhanced response in local areas before Step 4.</p>	
We have had a number of positive cases – what should our school do?	<p>The Contingency Framework states that a school has reached a threshold if,</p> <ul style="list-style-type: none"> - 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period - 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period" <p>For schools, this could include:</p> <ul style="list-style-type: none"> - a form group or subject class - a friendship group mixing at breaktimes - a sports team - a group in an after-school activity " 	<p>At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place.</p> <p>Settings should also consider:</p> <ul style="list-style-type: none"> - whether any activities could take place outdoors, including exercise, assemblies, or classes - ways to improve ventilation indoors, where this would not significantly impact thermal comfort - one-off enhanced cleaning focussing on touch points and any shared equipment <p>Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.</p> <p>A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out in this document. They might advise the setting to take some of the other measures described below:</p> <ul style="list-style-type: none"> - strengthened communications to encourage pupils and students to undertake twice weekly rapid asymptomatic home testing and reporting - reinstating on-site rapid LFD testing in secondary schools, colleges and universities for a 2-week period to encourage uptake of twice weekly testing - increased frequency of testing <p>We may also consider other measures set out in the Contingency Framework, such as limiting:</p> <ul style="list-style-type: none"> - residential educational visits - open days - transition or taster days - parental attendance in settings - live performances in settings <p>Attendance restrictions</p> <p>High-quality face-to-face education remains a government priority. <u>Attendance restrictions should only ever be considered as a short-term measure and as a last resort</u> for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS. In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.</p> <p>Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending.</p>	HT
Who needs to be informed of any special measures?	<p>Compile a list of key contacts: including your LA contact, your local strategic coordinating group (SCG) and others.</p>		
How do we decide if our school should close again?	<p>Central government will advise whether schools in affected areas should stay open or close based on scientific advice. This may well change depending on how COVID-19 spreads during the relaxation of lockdown. If the government were to advise closure, LAs would communicate the message to schools, but schools would not close at that point. LAs, acting on local health information, would inform schools when their area is affected and the advice to close applies. The decision on whether to close at that time remains with the school.</p>		

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<p>Is an enhanced hygiene and cleaning regimes still recommended?</p>	<p>Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. PHE has published guidance on the cleaning of non-healthcare settings.</p>	<p>The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources, including materials to encourage good hand and respiratory hygiene.</p>	<p>Site Manager</p>
<p>PPE</p>	<p>Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.</p>		<p>HT</p>

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<p>Is the school well ventilated?</p>	<p>HSE guidance states all windows should be open circa 6 inches for at least 15 minutes of each one hour period. This could take place at break, allowing less time with the room occupied by people who then become cold. Staff and students informed to wear layers to assist with managing ventilation versus cold. Partially opening windows, can be taken to ensure ventilation is maintained. Natural ventilation can be used with heating systems to maintain a reasonable temperature in the workplace.</p> <p>Doors will be kept open, using Dorguards, where appropriate.</p> <p>All purpose-built air conditioning systems which take and extract fresh air directly to the outside should operate throughout the school day and must not be turned off by staff.</p> <p>Those rooms that we identify as being less ventilated we will: re-timetable at an absolute minimum with the fewest number of people in the room as possible. Sessions will be planned such that the number of changes between room users to be reduced as low as possible with additional cleaning. People may also wear face-coverings (This will be encouraged.) and students will be spaced around the room to allow for social distancing.</p> <p>In addition, CO2 monitors are being used to monitor the quality of the air, and if necessary a HEPA filter unit will be used in the room.</p>	<p>All rooms have been risk assessed with individual control measures.</p>	<p>HT</p>

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<p>What should the school do if a pupil or staff member develops symptoms or tests positive for COVID-19?</p>	<p>Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice. If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home. For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p>	<p>If a pupil is awaiting collection, they should be left in a well-ventilated room on their own if possible and safe to do so. Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p>	<p>HT</p>
<p>A student is showing symptoms of COVID-19 – should we admit them?</p>	<p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p>	<p>If a pupil is awaiting collection, they should be left in a well-ventilated room on their own if possible and safe to do so. Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p>	<p>HT</p>
<p>A student is self-isolating – how do we mark their absence?</p>	<p>School attendance is mandatory for all pupils of compulsory school age and it is priority to ensure that as many children as possible regularly attend school. Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance.</p>	<p>If a pupil is awaiting collection, they should be left in a well-ventilated room on their own if possible and safe to do so. Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p>	<p>Attendance Team</p>

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Students and staff travelling back from an overseas trip – what must they know before they travel to the UK?	Where pupils travel from abroad will need to follow current government guidance. All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. Additional guidance has been issued on the quarantine arrangements following travel abroad.	Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.	HT and Attendance Team

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<p>Are there any changes to the way remote education is delivered?</p>	<p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>You should maintain your capacity to deliver high quality remote education for next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education.</p>	<p>Full expectations for remote education, support and resources can be found on our school website.</p>	<p>DHT</p>

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How can schools make up for all the time missed by closures and self-isolation?	Please see the schol website for information on the Covid Catch-up and the Pupil Premium.	N/A	DHT

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What support is available for pupils' mental health?	Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. The school's pastoral team will monitor and offer support, as appropriate.	Yes	HT
Are CEV staff members expected to work from September?	School leaders are best placed to determine the workforce required to meet the needs of their pupils. Clinically extremely vulnerable (CEV) people are no longer advised to shield but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus.	Yes	HT

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<p>Are we permitted to book domestic or international trips from September?</p>	<p>Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.</p> <p>You should speak to either your visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</p>	<p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p>	<p>HT</p>

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Can schools run extra-curricular clubs and activities from September?	More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children.	These will be considered on a case-by-case basis depending on the nature of the club.	HT

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Can we expect a visit from OFSTED from September?	<p>For state-funded schools, it is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Regulations will give effect to these arrangements. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit.</p>	<p>Yes</p>	<p>HT</p>

Responsible person name:	Simon Essex	Signature:		Date:	3rd January 2022
SMT/SLT name:	Simon Essex	Signature:		Date:	3rd January 2022

Please rate the Risk Severity and the Risk Likelihood using the below table both before and after the Control Measures.

Risk Likelihood						
Risk Severity	Total Risk calculation table	1: Near impossible	2: Unlikely	3: Notable chance	4: Likely	5: Almost certain
	1: Insignificant	1	2	3	4	5
	2: Minor injuries	2	4	6	8	10
	3: Notable injuries	3	6	9	12	15
	4: Major injuries	4	8	12	16	20
	5: Fatal	5	10	15	20	25

Likelihood and severity form a ratio created by taking the number affixed to the relevant level for each in the white box - for example a 'near impossible' risk likelihood and 'minor injuries' risk severity would form a ratio of 1:2. These figures are then multiplied to form the inherent risk score, in this case 2. Repeat this process to ascertain your remaining likelihood and severity after control measures and then multiply the ratio to find your residual risk score.

Risk Rating Calculation					
Total Risk = Remaining Risk Severity X Remaining Risk Likelihood					
A Total Risk score of 1-9 should mean you are safe to undertake the activity as long as the required control measures are in place throughout.					
A Total Risk score of 9-12 should mean you reconsider control measures, method or even necessity of activity before undertaking it.					
A Total Risk score of 13-25 should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.					

<u>Please Also Note</u>						
All risk assessments should be approved and signed by SMT/SLT/line management as appropriate.						
All accidents and incidents must be recorded in line with the school/academy's policy.						
Also report near misses – not just accidents or incidents.						