

Covid-19 Risk assessment: for new Ponteland High School site (January 2022)

| <p>Key Guidance This section provides a quick overview of some of the key concepts in risk assessment. Refer to the Notes section for further information. The first line of the risk assessment table, below, shows an illustrative example.</p> <p>Hazard is anything that may cause harm, e.g. working at height on a ladder.</p> <p>Risk is the chance that someone or something could be harmed by the hazard, measured by combining (multiplying) the likelihood of it happening with its impact (severity). For example, there may be a 'possible' likelihood that someone that is not competent could fall from a ladder (3 rating – see right) combined with a 'moderate' impact of multiple injuries (2 rating), which creates a score of 6 (low risk). However, the risk should be reduced to 'as low as reasonably practicable' (ALARP) through the implementation of control measures, such as ensuring that only trained people climb the ladder.</p> <p>Dynamic Risk Assessment compliments generic and specific risk assessment. Regardless of completing this AF 5010, it is beholden on the person creating the risk to continue to monitor the activity and the control measures. Any changes to the activity (including the environmental conditions) or the control measures, must be addressed via the mechanism of a dynamic risk assessment such that risks remain ALARP.</p> <p>Note however that persons undergoing training cannot be deemed competent until their capability is properly assessed</p> | <p>Probability (P) i.e. likelihood</p> <p>1: Rare/impossible 2: Very unlikely 3: Unlikely 4: Likely 5: Very likely</p> | <p>M u l t i p l i e d b y</p> | <p>Impact (I) i.e. consequences</p> <p>1: Nil 2: Minor 3: Moderate 4: Significant 5: Major</p> <p><i>Note: impact number may not change even with control measures</i></p> | <p>E q u a l s</p> | <p>Risk Score Calculation</p> <table border="1"> <tr> <td colspan="2"></td> <th colspan="5">Probability (P)</th> </tr> <tr> <td colspan="2"></td> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> <tr> <th rowspan="5">I m p a c t (I)</th> <th>5</th> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> </tr> <tr> <th>4</th> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> </tr> <tr> <th>3</th> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> </tr> <tr> <th>2</th> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> </tr> <tr> <th>1</th> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> | | | Probability (P) | | | | | | | 1 | 2 | 3 | 4 | 5 | I m p a c t (I) | 5 | 5 | 10 | 15 | 20 | 25 | 4 | 4 | 8 | 12 | 16 | 20 | 3 | 3 | 6 | 9 | 12 | 15 | 2 | 2 | 4 | 6 | 8 | 10 | 1 | 1 | 2 | 3 | 4 | 5 |
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| | | | Probability (P) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I m p a c t (I) | 5 | 5 | 10 | 15 | 20 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 4 | 8 | 12 | 16 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | 3 | 6 | 9 | 12 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 2 | 4 | 6 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5 Step Process | Step 1 Identify the hazards | Step 2 Decide who might be harmed and how | Step 3 Evaluate the risks and decide on precautions (control measures) | Step 4 Record your significant findings and include instructions as necessary. Implement control measures | Step 5 Review your risk assessment and update as necessary |
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| School | Ponteland High School | Author: | KMC |
| Generic or Specific Risk Assessment: | Specific: Return to School (COVID – 19) | Assessment Date: | 4 January 2022 |
| Relevant Publications / Pamphlets / Procedures: | DfE guidance released during Covid-19 pandemic | Review Date for GRA (Step 5): | 26 January 2022 |

| (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) | (l) | (m) | (n) |
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| Ref | Activity / element (Step 1a) | Hazards identified (Step 1b) | Who or what might be harmed and how, e.g. (Step 2) | Existing control measures (Step 3a) | Assessment with existing controls | | | Is residual risk acceptable in the context of risk appetite for the activity? (Yes / No) Refer to Risk Score Calculation above If Yes, move to column (n). If No, identify additional controls (Step 3e) | Reasonable additional controls that can be implemented to reduce risk to ALARP (Step 3f) | Reassessment with additional control measures | | | List required action(s) to instigate controls (Step 3j) |
| | | | | | P (1-5) (Step 3b) | I (1-5) (Step 3c) | Score (L x I) (Step 3d) | | | P (1-5) (Step 3g) | I (1-5) (Step 3h) | Score (L x I) (Step 3i) | |
| 1 | School site | Infection from surfaces and main contact points such as doors Equipment/system failure | Students Staff | <ul style="list-style-type: none"> School site has been deep cleaned prior to opening and during school closures <ul style="list-style-type: none"> Regular deep cleaning of areas is a feature of the current cleaning contract All internal access and classroom doors to be wedged open to aid ventilation Statutory testing and maintenance such as water hygiene testing/flushing, gas safety, fire safety have all taken place and reviewed regularly Hand sanitiser available in classrooms and provided on entry to classrooms One-way system signage in place - clockwise direction on all main floors Dedicated 'up only' and 'down only' staircases within the main secondary building clearly signposted Simplified school map shared with staff and students/parents Wipes in all classrooms to wipe down desks between lessons Single break and lunchtime will enable use of indoor social spaces on first and second floor for dedicated year groups 6th form can use multiple indoor space during non-contact lessons <ul style="list-style-type: none"> 6th form study area Library Dining street area | 2 | 5 | 10 | Y | | | | | |
| 2 | Staff | Not having sufficient staff to manage the | Students Staff | <ul style="list-style-type: none"> School and staff to follow government guidelines for hand and respiratory hygiene, and social distancing Staff will continue to take twice weekly LFD tests provided by school | 1 | 5 | 5 | Y | | | | | 1. Confirm staff availability 2. Use staff matrix when |

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| | | site and adequately supervise students | | <ul style="list-style-type: none"> Staff with symptoms will not attend school and will immediately be tested for Covid-19 <ul style="list-style-type: none"> they will inform the Headteacher immediately if they test positive they will isolate for 7-10 days in line with government guidelines if they test positive, i.e. negative LFD on Day 6 & 7 they will return to work if they test negative and are well enough to return Staff consideration: <ul style="list-style-type: none"> Additional support has been put in place for those with underlying health conditions, classed as 'clinically extremely vulnerable' <ul style="list-style-type: none"> no involvement in break and/or lunch time duties option to join on-site meetings virtually rather than in person photocopying needs will be supported by our admin team 1-2-1 discussion and adjustments made as necessary those with underlying health conditions classed as 'clinically vulnerable' including pregnant staff can attend school based on current guidance BAME staff can attend based on current guidance Staff will be located in their main teaching room in subject areas in order to reduce their movement and associated stress and anxiety <ul style="list-style-type: none"> ensure open windows and doors propped open for ventilation students will move to lessons staff will oversee the use of hand sanitiser on entry to their classrooms staff will oversee wipe down of desks between lessons hand sanitiser and wipes available at each teacher desk Agreed limit of staff allowed to access department/staff workrooms at the same time to ensure adequate social distancing - signs are in place to clearly highlight these limits We will limit the use of supply teachers/staff during this time, wherever possible | | | | | | | | | considering each situation 3. Individual plans for all staff classed as CEV | |
| 3 | Classroom lessons | <p>Infection due to being in close proximity to others.</p> <p>Infection being spread to wider family members.</p> | Staff Students | <ul style="list-style-type: none"> Students will move to each lesson following the one-way system and using designated staircases for up/down travel In line with latest DfE guidance, students have to wear face coverings inside the building <ul style="list-style-type: none"> in classrooms in corridors in communal areas Staff will wear face coverings whilst moving around the school when social distancing is difficult to maintain, i.e. lesson changeover/break and lunch time Staff may choose to wear face coverings in lessons especially when circulating amongst students Planned timetable will be followed using normal classes <ul style="list-style-type: none"> CSA support may be necessary depending on the group but we will aim to limit this to 1 person per classroom but this will depend on the makeup of the class Students receiving support should be seated towards the periphery of the classroom, i.e. back row or side to make it easier to provide support. This will enable CSAs to remain on the periphery of the classroom when not directly supporting a student. Hand sanitiser in classrooms to be used upon entry to the classroom Wipes available for students to clean their desk Tissues available in every classroom Hand sanitiser and wipes available at each teacher desk Staff to use their own whiteboard pens and board cleaning cloths (if they use more than one classroom to teach in) Staff to use their own laptop at all times Ensure open windows and doors propped open for ventilation 2m separation between the front of the class and students, i.e. a teacher zone Desks will face forwards, where possible, and students must not sit directly face-to-face Documents will, where possible, be shared online and paper copies kept to a minimum. <ul style="list-style-type: none"> Where used, students should hand them out to the class. Wipes are to be used after using Chromebooks SLT and pastoral staff will oversee student movement at lesson changeover to ensure one-way system and staircases are used correctly <ul style="list-style-type: none"> Teaching staff will be at their door to support good behaviour at lesson changeover but also to meet and greet each new class and ensure hand sanitiser is used on entry Any student that shows signs of Covid-19 is to be immediately reported via SIMS on call; they will be isolated and parents contacted so they can be removed from the site Teachers are to be isolated should they show any symptoms then leave school as soon as reasonably possible Deep cleaning on request and additional cleaning of frequently touched areas throughout the day and at the end of each day All classrooms to be cleaned each day | 2 | 4 | 8 | Y | | | | | | <ol style="list-style-type: none"> Continuing review of DfE guidance Review of this risk assessment after 26 January Teachers and students are to be alert in recognising signs and symptoms in themselves and others Personal responsibility to ensure good hand and respiratory hygiene SLT responsibility to supervise and ensure adherence |

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| 4 | School transport | Infection of COVID-19 virus due to pupils being in close proximity to others. Infection passed to or from the School Bus Driver | Students School Bus Driver | <ul style="list-style-type: none"> NCC has shared clear expectations that are in place for bus operators NCC letter to parents outlining actions to be implemented including: <ul style="list-style-type: none"> Physical distancing within year group bubbles, where possible Mandatory use of face coverings Hand sanitiser to be used prior to journey being made, if possible. Driver will exit the vehicle and stand well clear before embarkation/disembarkation. Bus contractor to ensure coaches fully cleaned and high touch points disinfected prior to each journey | 2 | 4 | 8 | Y | | | | | 1. SLT supervision of bus park before and after school |
| 5 | School catering facilities | Infection of Covid-19 virus due to pupils being in close proximity to others in the catering queue and touching same touch points | Students Catering Staff | <ul style="list-style-type: none"> We will continue with normal timings and a single break and lunchtime <ul style="list-style-type: none"> 11.15am: break 1.25pm: Y7-9 lunch starts 1.45pm: Y10-11/6th form lunch starts Dedicated dining street for each year group Y12 will use central dining area Full use can now be made of internal social spaces on first and second floor (Y7-10) Dining street tables wiped down between Y7-9 lunch and Y10-11 Contactless cards for payment rather than fingerprint - this links with School Gateway account Possible change or increase to hours for catering team Students are encouraged to vacate Dining Street and go outside once they have finished their eating/drinking. | 2 | 4 | 8 | Y | | | | | 1. Monitor break time and lunch arrangements daily and tweak as required |
| 6 | Start of school | Infection of Covid-19 virus due to pupils being in close proximity to others as students arrive at school at the same time. | Students Staff Contractors/visitors | <ul style="list-style-type: none"> We will not be operating a staggered start/finish to the day due to impracticalities arising from a large proportion of students travelling by bus All students including 6th form will enter via the gates near the bus park and enter the school building by one of the three doors facing them On arrival to school students can socially distance in the following places until they report to their tutor room at 8.55am: <ul style="list-style-type: none"> Outside the main secondary building Dining street Year group social areas (see PHS new school map) Hand sanitisers at all building entry points Staff at main external entry point and in bus park/surrounding areas to monitor flow of student traffic | 2 | 2 | 4 | Y | | | | | 1. SLT required to ensure compliance to reduce risk at the point of entry 2. SLT and pastoral supervision of zones for early arrivals |
| 7 | Visitors | Infection of Covid-19 brought onto the school premises by visitors. | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Visitors only in the school if essential including parents <ul style="list-style-type: none"> Wherever possible, visits will be scheduled for after school Any visitors will use the public entrance via the Community Street Hand sanitiser used on entry to the building Visitors have to use face coverings Most, if not all, meetings will take place in the designated Interview Room near Reception or the Conference Room to ensure limited exposure to the school | 2 | 2 | 4 | Y | | | | | 1. Clear signage at entry points to the school 2. Gate to car park to be locked at 9.15am 3. Reinforce expectations about hand hygiene and face coverings |
| 8 | Parent sends child displaying signs of sickness to school | Risk of the spread of infection. | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Remind parents of policy through regular parent updates Information on letters sent home to parents Parents to inform school immediately of any positive test of a student First Aid staff to deal with student in school (making use of available PPE) Isolate the student in the Medical Room - ensure it is well ventilated Immediate contact with parents for pick up and removal from school site | 3 | 3 | 9 | Y | | | | | 1. Weekly Bulletin for Parents has a section each week outlining the actions in the event of illness |
| 9 | Movement around the school buildings. | Risk of the spread of infection. | Students Staff Contractors/visitors | <ul style="list-style-type: none"> One-way (clockwise) system used at all times on each floor in the main secondary building Clear signage on floors/walls Designated staircases in main building assigned as 'up only' or 'down only' <ul style="list-style-type: none"> 3 x up 3 x down Increased staff visibility (at doorways of classrooms) to support smooth movement during lesson changeovers SLT/pastoral staff at key points to support smooth movement | 2 | 2 | 4 | Y | | | | | 1. SLT supervision and enforcement essential to reducing the risks |
| 10 | Toilet facilities | Infection of Covid-19 virus due to pupils being in close proximity to others if queues appear | Students Staff Contractors/visitors | <ul style="list-style-type: none"> All toilets (male and female) are closed cubicles but have open access to the general area, i.e. no external doors Toilets are located on every floor and easily accessible during break and lunchtime Toilet access during lesson time will be to the nearest toilet Regular cleaning of cubicle doors and surfaces during the day Dedicated staff toilets on ground floor (dining street) with accessible toilets available on every floor | 2 | 2 | 4 | Y | | | | | 1. Regular cleaning throughout the day of touch points 2. End of day deep clean of toilets |
| 11 | Use of water fountains | Infection from surfaces and main contact points | Students | <ul style="list-style-type: none"> Water fountains are located on each floor throughout the building Bottle tops should not be in contact with the water spout | 2 | 2 | 4 | Y | | | | | 1. Clear message to students about their use 2. Wipes and hand sanitiser near water fountain |

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| 12 | Parents' drop-off. Potential congregating within school grounds | Infection of Covid-19 virus due to pupils being in close proximity to others. | Students Staff Contractors/visitors Parents | <ul style="list-style-type: none"> Parents advised to: <ul style="list-style-type: none"> stay in their car when dropping off not to come to school – communicate with school via phone or email vacate the school premises quickly Each car park has a designated entrance and separate exit so cars will follow a one-way system making drop off straightforward | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> Parent updates SLT presence in car park/bus park |
| 13 | Cleaning regime | Infection of Covid-19 on surfaces throughout the school | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Touch points disinfected several times throughout the day Non-essential fire doors to remain open, if possible Additional cleaning hours (as required) to facilitate increased cleaning regime Touch points including keyboards wiped down after use Orian will backfill for absent staff to maintain a full complement of cleaners | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> Communicate with Orian the need for regular cleaning throughout the day Additional staff employed to meet cleaning needs Specify exactly which touch points need attention. |
| 14 | Staff congregating in the staff room or subject staff work areas | Risk of spreading Covid-19 amongst the staff | Students Staff | <ul style="list-style-type: none"> Staff room will be risk assessed with a clearly defined limit of the number of adults who can safely be there at any one time - this will be displayed prominently <ul style="list-style-type: none"> seating arrangement will define the number of occupants at any one time Subject staff work rooms will be risk assessed with a clearly defined limit of the number of adults who can safely be there at any one time - this will be displayed prominently Staff to use alternative rest areas where possible, e.g. classrooms/offices, but always mindful of the need to maintain social distancing of 2m from colleagues No gathering for Staff Briefing during school week - this information will continue to be shared remotely | 2 | 3 | 6 | Y | | | | | <ol style="list-style-type: none"> Electronic and email updates for staff in school |
| 15 | General cleaning - use of washing machine within school | Risk of spreading Covid-19 on material items | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Washing machine cycles are to be set at 60 degrees to kill the virus. | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> Communicate to cleaning staff and caretakers Sign on the washing machine. |
| 16 | First Aid provision | Risk of spreading Covid-19. | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Identify First Aiders for each day of school Available PPE for first aiders. We have sufficient: <ul style="list-style-type: none"> pairs of disposable gloves visors disposable aprons boxes of wipes boxes of tissues disposable face coverings Designated Medical Room for children potentially showing Covid-19 symptoms Parents are informed they will have to pick up their children and remove them to home immediately Treatment for minor injuries if required but where possible self help, e.g. putting on plasters Policy to contact home/ambulance for more serious injuries PE lessons will take place but practical activities that may be classed as high risk will be adapted to reduce the risk of injury | 3 | 3 | 9 | Y | | | | | <ol style="list-style-type: none"> Ensure sufficient PPE for First Aid staff Communication to parents Ensure that staff/students know what to do in the event of injury or if they feel ill. |
| 17 | Assemblies | Risk of the spread of infection. | Students Staff | <ul style="list-style-type: none"> These will not take place as whole year group assemblies until further notice | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> FAQ document to set out approach to parents Virtual assembly to start each day to reinforce arrangements |
| 18 | Keeping staff safe | Risk of the spread of infection. | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Adhere to DfE guidance on hand and respiratory hygiene, and social distancing Recommended use of face coverings by staff in corridors, during lesson changeover and social times (unless exemption has been agreed) where social distancing is difficult <ul style="list-style-type: none"> Face coverings can be worn in lessons by staff Students to wear face coverings in classrooms, corridors and communal areas Face visors and perspex screens available for CEV staff but available on request for other staff 2m student-free zone at the front of classrooms Staff to remain in their teaching room with students moving to them Where possible, support learning whilst maintaining appropriate distance and using IT creatively Reduce the handling of books - camera image shared using IT available Prevent sharing of equipment by pupils Allow more toilet breaks for pupils - <u>only one student at a time to leave the classroom</u> Any staff member that shows any symptoms to inform the school; not attend and arrange a test for Covid-19 Staff to follow government guidelines for self isolation if a household member tests positive for Covid-19 (see above) | 3 | 3 | 9 | Y | | | | | <ol style="list-style-type: none"> Brief teaching staff through regular updates |

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| | | | | <ul style="list-style-type: none"> Consider additional adjustments as necessary for staff members with underlying health conditions classed as 'clinically extremely vulnerable' Implement DfE/PHE guidance if member of staff or student initially displays symptoms and then tests positive for Covid-19; 10 days self isolation for the individual concerned; 10 days isolation for those they have been in direct contact with (both start counting after the onset of symptoms or date of positive test if asymptomatic) Check spacing between desks exceeds 2m in shared offices. When this is not possible only one member of staff is allowed to work in the office at a time. Home testing kits (Lateral Flow Device tests) are available for staff with the expectation that they are used twice weekly <ul style="list-style-type: none"> Testing kits will be made available to all staff who consent to testing Home testing available to all students in line with DfE guidelines <ul style="list-style-type: none"> Students encouraged to continue testing twice weekly | | | | | | | | | |
| 19 | Pastoral support | Managing anxiety Managing poor behaviour | Staff Students | <ul style="list-style-type: none"> We will operate our pastoral provision as usual with each Pastoral Manager available throughout the day On call system continues to apply as usual via SIMS for instances of poor behaviour <ul style="list-style-type: none"> Use of 'on-tow' or exclusion as required Teaching or supervising staff to identify any concerns over student anxiety and stress, and refer to pastoral/SLT Pastoral Support Plans (PSP) in place for identified students | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> Allocate pastoral/SLT staff on a rota to be available throughout each day to respond as necessary SLT to make regular visits to classrooms to monitor |
| 20 | School behaviour policy | Managing any poor behaviour | Student Staff | <ul style="list-style-type: none"> Policy now has a Covid-19 related section about dealing with specific poor behaviour, e.g. intentionally spitting or coughing at another person Clarification of times when a member of staff may need to breach social distancing rules, e.g. to break up a fight, to prevent self injury or damage to school property | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> Highlight any further changes or adaptations to staff and students via virtual assembly |
| 21 | Emergencies such as Fire Alarms | Infection of Covid-19 virus due to students and staff being in close proximity to others as they exit the building | Students Staff Contractors/visitors | <ul style="list-style-type: none"> Assembly point will be on the MUGA to the rear of the secondary building Staff on ground floor to use classrooms exits that lead directly to the outside of the building Staff on first and second floor to use nearest staircase and then nearest exit point on the ground floor All internal non-essential fire exits to be propped open during the day Fire drill in March provided a full evacuation exercise of the building <ul style="list-style-type: none"> School building evacuation plan based on compartments A, B, C and D worked very well with Fire Officer in attendance as an observer | 2 | 2 | 4 | Y | | | | | <ol style="list-style-type: none"> Conduct fire drill each term |

| Authorising Officer / | Name | Post | Date | Signature |
|--|----------------|-------------|----------|-----------|
| Existing and additional controls agreed | Kieran McGrane | Headteacher | 4.1.2022 | |
| Where risk is elevated confirm additional controls implemented | | | | |

NOTES

Step 5

Review the generic or specific risk assessment and update if necessary.

All generic risk assessments should be regularly reviewed at a frequency proportional to the risk prior to any controls being proposed. In practice, generic risk assessments should be reviewed at least annually, or more frequently:

- where required by local instructions/procedures
- if the safe execution of the activity relies on stringent supervision and/or adherence to a safe system of work
- if there is reason to doubt the effectiveness of the current assessment
- following an accident or near miss
- following significant changes to the task, process, procedure, equipment, personnel or management
- following the introduction of more vulnerable personnel, e.g. persons with additional needs or pregnant staff

| Risk Management | | |
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| Risk Rating | Authority level | How Risk should be managed |
| 1 – 3 (Very Low) | School Business Manager | Review periodically To ensure conditions have not changed and working within ALARP and risk appetite |
| 4 – 9 (Low) | Headteacher/ Deputy Headteacher | |
| 10 – 12 (Medium) | Headteacher | Implement good risk mitigations So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same. |
| 15 – 16 (Medium to High) | Headteacher/ Chief Operating Officer | Requires active management Likely need for additional resources to treat the risk and limit impact |
| 20 (High) | Headteacher/ Chief Operating Officer | Contingency plans These should be developed in advance and considered together with mitigations to achieve ALARP that is tolerable |
| 25 (Very High) | Headteacher/ Chief Executive Officer | Operational capability may be compromised Urgent and robust action is required, e.g. evacuation of site, closure of school |