

# COVID-19 Safety Risk Review

This **Safety Risk Review** document applies to all schools, and outlines some key health, safety and wellbeing hazards for which schools should plan. It links to the controls prescribed by the latest health and safety guidance, and the supports available. It is designed to support the ongoing revision of the [COVID Safe Plan](#), in conjunction with the [School Operations Guide \(Term 4\)](#).

School leadership should consult with local Health and Safety Representative(s) and Health and Safety Committee(s) (where applicable) to implement the recommended controls as far as reasonably practicable.

The OHS team and Diocesan education offices are available for Principals and School Leaders to contact for information, support and guidance.

Schools are encouraged to use CEVN or their local school incident report process to report hazards, incidents and injuries, as well as escalation for further supports when required.

This plan covers four key areas of risk, listed as 'hazard types':

- Infectious Disease (Infection Prevention and Control) – page 2
- Working Alone, in Isolation or from Home – page 8
- Occupational Violence and Aggression – page 8
- Mental Health and Wellbeing – page 9

See page 10 for the Risk Matrix used to assign a Risk Rating.

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
<b>Infectious Disease (Infection Prevention and Control)</b>	Additional personnel onsite; personnel may contract disease through social interactions. Congregation of non-school essential personnel.	<b>H</b>	<p>Refer to health and safety measures for return to onsite learning in the <a href="#">School Operations Guide</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>• <i>Promote COVIDSafe Activities:</i> <ul style="list-style-type: none"> <li>– <i>Adapt, modify or defer higher-risk activities</i></li> <li>– <i>Reinforce COVIDSafe Behaviours</i></li> <li>– <i>Managing safe school arrival and departures including multiple entries and staggered starts</i></li> <li>– <i>Ensure physical distancing</i></li> <li>– <i>Face masks in schools</i></li> </ul> </li> </ul> <p>Vaccinations and Vaccination Champions</p> <ul style="list-style-type: none"> <li>- As part of the coronavirus (COVID-19) vaccination roll-out, all school staff and all students who are eligible can receive a coronavirus (COVID-19) vaccine.</li> <li>- The Vaccination Champion program will train and support trusted staff in your school community to share credible information about the vaccines with staff, students and parents/carers.</li> <li>- These staff members will be trained to help their school community understand the importance of COVID-19 vaccines and well as how to</li> </ul>	<p>School staff moving between metropolitan Melbourne and regional Victoria are required to undertake twice weekly COVID-19 PCR testing.</p> <p>Any staff crossing in and out of metropolitan Melbourne and Greater Shepparton LGA must get tested for COVID-19 twice a week. This includes both:</p> <ul style="list-style-type: none"> <li>• Staff who live in regional Victoria (excluding Greater Shepparton LGA) who work in metropolitan Melbourne and Greater Shepparton LGA</li> <li>• Staff who live in metropolitan Melbourne and Greater Shepparton LGA who work in regional Victoria (excluding Greater Shepparton LGA).</li> </ul> <p>Staff are not required to isolate following their test and can attend work while waiting for their test result.</p> <p>Staff in regional schools are to avoid working across multiple sites as much as practical, noting there will be some workforces who will need to work across multiple schools (i.e. health and wellbeing staff and casual relief teaching staff).</p> <p>Staff should not work across multiple schools in metropolitan Melbourne.</p> <p>Upon arrival at the campus or office, staff, students, visitors and contractors to be</p>	<b>M</b>

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
			<p>access them, helping to keep schools safe by:</p> <ul style="list-style-type: none"> <li>• increasing vaccine confidence</li> <li>• increasing uptake of COVID-19 vaccinations</li> <li>• supporting any vaccine related activities at your school.</li> </ul> <p><b>Testing Requirements</b></p> <p>School staff moving between metropolitan Melbourne and regional Victoria are required to undertake twice weekly COVID-19 PCR testing to help keep our schools safe.</p> <p>This includes both:</p> <ul style="list-style-type: none"> <li>• Staff who live in regional Victoria (excluding Greater Shepparton LGA) who work in metropolitan Melbourne and Greater Shepparton LGA; and</li> <li>• Staff who live in metropolitan Melbourne and Greater Shepparton LGA who work in regional Victoria (excluding Greater Shepparton LGA).</li> <li>• Staff do not need to isolate following their test and can attend work while waiting for their test result. However, if any staff present symptoms of COVID-19 they should not attend</li> </ul>	<p>reminded to 'stay home if unwell'. They will be asked to confirm if they or anyone at home have:</p> <ul style="list-style-type: none"> <li>• experienced fever or flu-like symptoms, such as coughing, sore throat and fatigue</li> <li>• experienced shortness of breath</li> <li>• been in close contact with someone who has returned from overseas in the last 14 days</li> <li>• been in close contact with someone with a confirmed case of COVID-19.</li> </ul> <p>If upon arrival or during the day anyone exhibits COVID-19 symptoms, they will be immediately isolated. An incident report will be completed and the person encouraged to self-isolate until they can be tested and receive the result.</p> <p>Staff and visitors are being reminded to remain hypervigilant in maintaining good personal hygiene.</p> <p>Density limits of 1 person per 4 square metres apply to staff areas such as staff lunchrooms and areas accessed by the public, such as reception areas. For public areas, signage must be displayed to indicate the maximum number of members of the public that may be present in the space at a single time.</p>	

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			<p>on site but get tested and isolate immediately.</p>	<p>Circulate the latest advice, including displaying onsite and gate signage.</p> <p>Regularly assess staff in attendance at the workplace to maximise physical distancing and reconfiguration of spaces.</p> <p>Replace higher risk activities with online/virtual alternatives.</p> <p>Monitor staff and student face mask compliance and COVIDSafe practices at school.</p> <p>Use teaching strategies and communications resources to remind staff and students to wear face masks (in accordance with the guidance in the current School Operations Guide) and to practice good hand hygiene.</p> <p>Encourage students, staff and contractors/visitors to bring their own face mask, and also check to ensure there are enough single-use face masks available for staff, students or visitors who do not have their own or for masks that get damaged/soiled.</p> <p>Eliminate or minimise the necessity of using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised with users wiping down items where appropriate, for</p>	

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
				<p>example using a disinfectant/detergent wipe or cloth.</p> <p>Essential visitors to school grounds must comply with density limits, face mask requirements, QR code check-ins and practise good hand hygiene.</p> <p><b>Vaccinations and Vaccination Champions</b></p> <ul style="list-style-type: none"> <li>• Communicate with your staff about vaccine eligibility.</li> <li>• Encourage staff to become Vaccination Champions for your school.</li> <li>• Exercise maximum flexibility to enable staff to attend vaccination appointments including, where possible, during the normal work day.</li> </ul> <p><b>Testing Requirements</b></p> <p>Testing is an important health and safety measure. While the testing obligations under the CHO directions fall on staff members in their individual capacity, schools have an important role in working with staff who cross boundaries of restricted areas to ensure that schools remain safe and healthy working environments. Schools should consider whether there are reasonably practicable steps that should be taken, based on their own staffing profiles, to assist staff meeting their testing obligations under the restrictions. These may include:</p>	

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
				<ul style="list-style-type: none"> <li>Communicating with staff about testing requirements;</li> <li>Requesting information about employees' testing;</li> <li>If appropriate in the circumstances, or if concerned about non-compliance by staff, giving directions to employees not to attend work unless evidence of testing is produced.</li> </ul>	
	Being aware of all personnel movements on and off site	<b>H</b>	Establish a process to record the attendance of staff, students, contractors and visitors.	<p>Metropolitan school staff in who must enter the workplace for authorised work will need to carry a <u>permit</u> certified by their principal, including when travelling for work.</p> <p>Staff permitted to work in a school are unable to enter any workplace other than the one for which they have a permit.</p> <p>Use of school sign in and out protocols for ALL personnel that enter site.</p> <p>QR code check ins <b>are required</b> to be used by all visitors on school site (including contractors, external MACS staff and building and maintenance staff, and all parents who enter school buildings when on school site.</p>	<b>L</b>
	Staff and students may contract disease through social interactions.	<b>E</b>	Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations Guide</a> context of COVID-19:	Circulate the latest advice, including displaying onsite signage.	<b>M</b>

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
	Physical distancing is unable to be maintained (for example, in specialist school settings).		<ul style="list-style-type: none"> <li>– <i>Provision of routine care and first aid</i></li> <li>– <i>Adapt, modify or defer higher risk activities</i></li> <li>– <i>Promote COVIDSafe Activities: Use of school facilities and playgrounds</i></li> <li>– <i>Reduce mixing between groups and create workforce bubbles</i></li> <li>– <i>Reinforce COVIDSafe Behaviours: Ensure physical distancing</i></li> <li>– <i>Practice good hygiene</i></li> <li>– <i>Avoid interactions in close spaces</i></li> <li>– <i>Face masks in schools</i></li> </ul> <p><a href="#">Physical Distancing poster</a></p> <p>Completion of COVID Safe plan</p> <p>Staff who may be medically vulnerable are to seek advice from their medical practitioner regarding onsite attendance.</p>	<p>Implement the density quotient or cap (i.e. one person per 4sqm) areas accessed by the public, such as reception and areas accessed by staff (staff rooms and lunch rooms). Display signage or posters to reflect the new limits.</p> <p>Rearrange, remove or cordon off furniture in common areas to ensure physical distancing, stagger seating so staff are not facing one another on break.</p> <p>Conduct regular visual inspections of the workplace to check that recommended risk controls are implemented and working effectively.</p> <p><b>Install air purification devices in higher-risk areas in such as staff rooms, sick bays, music rooms and other high traffic areas.</b></p> <p>Escalate issues to the regional leadership consultants or the Diocesan office if issues cannot be resolved locally.</p>	
	<p>A confirmed case (or a close contact of a confirmed case) may occur among staff, students or the school community.</p> <p>Persons attending site whilst unwell.</p>	<b>E</b>	<p>Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations Guide</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>– <i>Respond to COVID-19 Risk: Management of an unwell student of staff member</i></li> <li>– <i>Reinforce COVIDSafe Behaviours: Stay home when unwell</i></li> </ul>	<p>Circulate information about COVID related symptoms to all members of the school community.</p> <p>Communicate the need to stay home to staff and students if feeling unwell, are awaiting a test result or have a positive test result.</p>	<b>M</b>

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
			<ul style="list-style-type: none"> <li>– <i>Required actions for suspected cases of coronavirus in staff</i></li> </ul>	Communicate and display the isolation procedure for staff and students if they become unwell at school.	
	<p>Staff and students may spread or contract disease by touching.</p> <p>Lack of awareness of infection control measures.</p>	<b>E</b>	<p>Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations Guide</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>– <i>Reinforce COVIDSafe Behaviours</i></li> <li>– <i>Promote COVIDSafe Activities</i></li> <li>– <i>Create COVIDSafe Spaces</i></li> </ul> <p>Training: <a href="#">School and Early Childhood Infection Prevention and Control During Coronavirus (COVID-19)</a></p> <p><a href="#">Reduce your risk of coronavirus- Poster</a>  <a href="#">Wash your hands regularly - poster</a>  <a href="#">Cover your cough and sneeze - poster</a>  <a href="#">Be a Soapy Hero! - poster</a></p>	<p>Location of hand sanitiser stations throughout the worksite including entry points and occupied rooms</p> <p>Ensuring rubbish bins are available to dispose of paper towels</p> <p>Ensuring adequate supplies of soap and sanitiser</p> <p>Ensuring staff and students have information on how and when to wash and sanitise their hands correctly</p> <p>Ensure staff are trained in relevant infection control measures. The <a href="#">School and Early Childhood Infection Prevention and Control During Coronavirus (COVID-19)</a> training module should be completed.</p> <p>Display appropriate infection control signage/posters.</p> <p><i>Consider adjusting how staff and students interact within the built environment to reduce contact with certain surfaces. For example, a simple measure such as keeping a door open will reduce the need for multiple people to touch the door handle.</i></p>	<b>M</b>
	Local supplies of personal hygiene products may be limited.	<b>H</b>	Ensure the Safety Data Sheet (SDS) is obtained from the manufacturer for	Chemicals to be listed on SDS register and SDS located in easily accessible location.	<b>L</b>

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
	Misuse of hand sanitiser including ingestion.		<p>the hand sanitiser and any additional cleaning products used within the school.</p> <p>Ensure adequate supervision and safe storage of supplies.</p>	Hand sanitisers to be located in fixed positions at entry/exit points in well supervised areas.	
	Staff and students may contract disease by touching contaminated surfaces.	<b>E</b>	<p>Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>- Reinforce COVIDSafe Behaviours: Practice good hygiene</li> <li>- Create COVIDSafe Spaces: Keep surfaces clean</li> <li>- Promote COVIDSafe Activities: Use of school facilities and playgrounds</li> <li>- Adapt, modify or defer higher risk activities: Sport and recreation</li> <li>- Use of woodwind instruments, singing, voice projection and dance</li> <li>- Cleaning and personal hygiene products</li> </ul>	<p>Liaise with local service providers for tailored implementation at specific site/s.</p> <p>Consider adjustment of school timetables and use of specialist rooms and shared facilities.</p> <p>Consider local staggering of break times and separating different classes or year levels when outdoors.</p> <p>Eliminate or minimise using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised with users wiping down items where appropriate, for example using a disinfectant/detergent wipe or cloth.</p> <p>Replace high-touch communal items with alternatives:</p> <ul style="list-style-type: none"> <li>- Swapping shared coffee and condiments for single serve sachets</li> <li>- Installing no touch amenities such as contactless taps, rubbish bins and soap dispensers</li> </ul>	<b>H</b>

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
				<ul style="list-style-type: none"> <li>- Avoid sharing of equipment such as phones, desks, headsets, offices, tools or other equipment</li> <li>- Provide staff with their own personal equipment, labelled with their name</li> <li>- Removal of reusable shared kitchen sponges/cleaning products to replace with paper towel dispensers</li> </ul> <p>For prep and younger student cohorts:</p> <ul style="list-style-type: none"> <li>- allocate individual zip lock bags for stationary</li> <li>- Removal of fabric/plush style play items</li> </ul>	
	Contaminated surfaces – general cleaning	<b>E</b>	<p>Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>- <i>Cleaning and personal hygiene products</i></li> <li>- <i>Create COVIDSafe Spaces: Keep surfaces clean</i></li> </ul> <p><b><u>Enhanced School Cleaning Guideline</u></b></p> <p>Ensure adequate supplies of cleaning products, including detergent and disinfectant.</p>	<p>Liaise with local cleaning providers on increased cleaning requirements.</p> <p>Shared staff spaces cleaned at regular intervals. Identify high touch surfaces (lift buttons, door and cupboard handles, kitchen counters, touch screens, shared work equipment).</p> <p>Provide information about workplace cleaning schedule and how to use cleaning products.</p> <p>Identify which products are required for thorough cleaning.</p> <p>Monitor supplies of cleaning products and regularly restock.</p> <p><i>Consider adjusting how staff and students interact within the built environment to reduce contact with certain surfaces. For example, a simple measure such as keeping a door open</i></p>	<b>H</b>

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				will reduce the need for multiple people to touch the door handle.	
	Contaminated surfaces – cleaning after a confirmed case	<b>E</b>	<a href="#">CECV Infectious Cleaning Guidelines</a>	Prior identification of a resource that can provide Infectious Cleaning services in accordance with DHHS cleaning guidelines.	<b>M</b>
	Staff and students may contract disease through the air.	<b>H</b>	<p>Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations Guide</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>– <i>Create COVIDSafe Spaces:</i> <i>Promote outdoor air ventilation</i></li> <li>– <i>Reinforce COVIDSafe Behaviours:</i> <i>Face masks in schools</i></li> </ul>	<p>Install air purification devices in higher-risk areas in such as staff rooms, sick bays, music rooms and other high traffic areas.</p> <p>Ensure all school staff and students aged 12 or older wear a face mask at all times, including when attending an Outside School Hours Care (OSHC) program, unless a lawful exception applies.</p> <p>Monitoring use of fitted face coverings in all staff and students, unless a lawful exception applies.</p> <p>Note: For communication purposes, teachers and education support staff are not required to wear face masks while teaching, but those who wish to do so, can.</p> <p>Where possible: enhance airflow by opening windows and adjusting air conditioning.</p> <p>Making sure that windows and air conditioning are set for optimum air flow at the start of each workday or shift. Do not have air conditioners on recirculate.</p>	<b>M</b>

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				<p>Door jambs should be used to keep air circulating and avoid the need to close and open doors.</p> <p>Rearrange group activities to occur outdoors or in large indoor spaces.</p> <p>Provide training to staff on the correct use and disposal of face coverings and PPE, and on good hygiene practices and slowing the spread of coronavirus (COVID-19).</p>	
	Vulnerable Workforce (higher risk of serious illness).	<b>E</b>	<p>Refer to health and safety advice for return to onsite learning in the <a href="#">School Operations Guide</a> context of COVID-19:</p> <ul style="list-style-type: none"> <li>– <i>Staff who may be medically vulnerable</i></li> </ul>	Ensure consultation with your staff, and incorporate into workforce planning.	<b>L</b>
	Inadequate confirmed case response	<b>H</b>	<p><a href="#">Coronavirus reactive closure: steps for principals</a></p> <p><a href="#">Coronavirus: School Closure – Reactive Communications Pack</a></p> <p><a href="#">WorkSafe Victoria notification</a></p> <p><b>School Operations Guide:</b></p> <ul style="list-style-type: none"> <li>– <i>Respond to COVID-19 Risk: Management of an unwell student or staff member</i></li> <li>– <i>School site closures</i></li> <li>– <i>Required actions for suspected cases of coronavirus in staff</i></li> </ul>	Process communicated to staff in staff meeting	<b>M</b>

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
			CECV Covid-19 Response Team		
<b>Working Alone, in Isolation or from Home</b>	The home work environment may cause injury (noise, lighting, thermal comfort, and slips, trips and falls).	H	Refer to the <a href="#">CECV – Agile working guidelines template</a> .	Promote the OHS advice and support to staff.	M
	Staff may suffer musculoskeletal disorders by adopting static postures while using laptops, portable devices or personal computers.	H		Enable reasonable access to available school equipment.	M
	Increased isolation (on-site and/or at home) may increase risk of injury.	H		Proactively plan with staff who have a known pre-existing injury.  Establish protocols for regular check-ins with staff.	M
<b>Occupational Violence and Aggression</b>	Online, over the phone or other remote threatening or aggressive behaviour by students, parents/carers, school staff or other members of school community.	H	Refer to local Occupational violence or Codes of conduct. If required, create or update occupational violence policies and procedures using the following CECV templates and the <a href="#">Safe and Sound Practice Guidelines</a> : <ul style="list-style-type: none"> <li><a href="#">Parent-school relationship code of conduct template</a></li> <li><a href="#">Managing challenging and aggressive behaviours procedure template</a></li> <li><a href="#">Complaints policy template</a></li> </ul>	Ensure onsite staff are ready to manage the resumption of onsite learning.	M
	On-site violence, bullying or harassment by students, parents/ carers, school staff or other members of school community.	H		Encourage parental and community support and understanding in the transition between learning from home and return to onsite learning.	M
	Staff experiencing stress or anxiety stemming from exposure to increasing onsite or online occupational violence and aggression from parents.	H		Set expectations for behaviour with the school community, and promote appropriate ways for parents to raise their concerns.	M
	Staff experiencing stress or anxiety regarding increased engagement with parent/carers in the delivery of learning from home.	H		In the event of mental health and wellbeing concerns, utilise the Employee Assistance Program (EAP), and contact your local Diocese or regional office with further queries.  Discuss extra supports or strategies for staff who engage with anyone known to present a risk.  Encourage staff to report incidents, de-brief, and seek escalated support (e.g. through EAP) if required.	M

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
			If required, create mental health and wellbeing policy using the following CECV template: <a href="#">Mental wellbeing policy template</a>		
<b>Mental Health and Wellbeing</b>	Staff experiencing changes to workload (increase/decrease) from modifications in tasks and priorities.	H	In the event of mental health and wellbeing concerns, utilise the Employee Assistance Program (EAP) and contact your local Diocese or regional office with further queries.	Consult (check-in) with your staff on how they are managing with the current situation, encourage managers to be flexible, and support workforce bubbles, outdoor spaces and remote contact between colleagues.  Have regular conversations to provide as much clarity and flexibility as possible about tasks, priorities and the way work can be delivered (e.g. adapt, modify or defer high risk activities).  <i>When a transition occurs either to or from remote learning, consider how best to enable staff to respond to the transition and adjust their planning to suit.</i>  <i>Talk with staff about how they can limit screen time and consult with staff about strategies for managing emails.</i>  <i>Encourage staff to take scheduled screen breaks</i>  <i>Encourage staff to take wellbeing time.</i>  <i>Consider pausing the introduction of any new initiatives or additional professional development activities</i>  <i>Limit meeting duration and record meetings to enable flexibility in attending</i>	M
	Balancing non-work-related demands (e.g. caring responsibilities).	H			
	Staff experiencing disengagement and low morale regarding clarity of tasks, team roles and evolving priorities.	H	If required, create mental health and wellbeing policy using the following CECV template: <ul style="list-style-type: none"> <li><a href="#">Mental wellbeing policy template</a></li> </ul>		M
	Staff experiencing uncertainty, stress, and anxiety from multiple transitions in modes of teaching and learning delivery, and return to onsite arrangements.	M			
	Staff experiencing uncertainty and anxiety about the COVID-19 risks to their personal health (especially if working onsite).	E	Video and telephone counselling are available via the Employee Assistance Program (EAP) for all staff and their immediate family members.		M
	Staff experiencing isolation and changes in levels of support from leaders and colleagues as a result of the changed arrangements.	H	Contact your Diocesan office for further information regarding the Employee Assistance Programs available for your Diocese.		M
	Aggravation of stress caused by pre-existing conditions (e.g. existing mental health conditions, disabilities, vulnerable cohorts and staff on leave, including Workers' Compensation or sick leave).	E	Information, resources and webinars to support staff are available at: <a href="#">Coronavirus (COVID-19) Wellbeing Resources</a>		H

Hazard Type	Hazard Description	Risk Rating	Recommended Controls	Examples of practical solutions	Residual Rating
				<p>Encourage staff to use EAP and other supports and resources available.</p> <p>Ensure there are adjusted return to work strategies for people on sick leave or Workers' Compensation leave.</p>	

### Risk Matrix

Consequence	Description
Negligible	No treatment required
Minor	Minor injury requiring first aid treatment
Moderate	Minor injury requiring treatment by doctor
Significant	Serious injury requiring specialist medical treatment or hospitalisation
Severe	Loss of life, permanent disability or multiple serious injuries

Likelihood	Description
Very Unlikely	Will only occur in exceptional circumstances
Unlikely	Not likely to occur in normal circumstances
Possible	May occur at some time
Likely	Expected to occur at some time
Very Likely	Expected to occur regularly under normal circumstances

		Consequence				
		Negligible	Minor	Moderate	Significant	Severe
Likeli	Very Likely	M	H	E	E	E
	Likely	M	M	H	E	E
	Possible	L	M	M	H	E

	<b>Unlikely</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>M</b>	<b>H</b>
	<b>Very Unlikely</b>	<b>L</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>M</b>

*Risk Level = L-Low, M-Moderate, H-High, E-Extreme.*