

INSPIRE

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INTEGRITY

EXCEED

Home and Remote Learning Policy

Author/Owner	Statutory
Version	6
Approved By	Finance and Operations Committee
Date Approved/Reviewed	August 2025
Next Review Date	September 2026
Academy to implement without Amendment, using appendix when required	



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •



Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V6	August 2025	A Hibbitt	No Changes



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1. Introduction

For the purpose of this policy, learning from home has been divided into two sections:

- **Home-learning:** Where an online platform such as Seesaw (KS1 and KS2) or Tapestry (FS) or KS3/KS4/KS5 Software is used to support pupils in securing knowledge or skills that have been taught in class. Home-learning is to be used as an extension of the classroom and will be utilised when pupils are in school.
- **Remote Learning:** In the event of pupils having to remain at home for any period of time due to long term illness (but well enough to continue learning) or a local closure due to prolonged extreme weather conditions including flooding, fire, premises failure or improvements, or a local closure being instigated by Local Public Health Advisors. The Online learning platforms will be used as a virtual classroom where pupils and parents will engage in an adapted timetable of their usual daily lessons from home.

Where pupils are unable to access online learning and the appropriate equipment is not available home-learning and remote learning will be supplemented through year group specific packs.

2. Aims

This remote learning policy aims to:

- ensure consistency in the approach to remote learning for all pupils who aren't in school;
- set out expectations for all members of the school community with regards to remote learning;
- provide appropriate guidelines for data protection.

3. Purpose and Objectives

The purpose of this policy is to establish the standards, working practices and supported configurations of remote learning solutions.

3.1

The Trust/Academy's aim is to ensure that all pupils have access to high quality learning, resources and meaningful feedback in the event of learning from home. The Trust/Academy therefore supports remote learning where a pupils' effectiveness, motivation and love of learning can be fully supported.

3.2

The Trust will select online tools that will be consistently used across all schools in order to allow interaction, assessment and feedback and all staff will be trained in how to use them. Each academy is able to use additional platforms to support learning if required

3.3

The Trust/Academy will survey the devices that families have available to them in order for pupils to access their



learning. In cases where pupils do not have access to appropriate technology, the Trust will, where possible, provide appropriate technology to support pupil's in accessing remote home learning.

3.4

In undertaking home and remote learning, the Trust/Academy recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so academies will support families in delivering a broad and ambitious curriculum.

4. Scope

It is appreciated that this concept may not be suitable for many types of work, but a wide range of posts can be considered for homeworking and in the case of an emergency staff would be expected to continue to work from home where possible. The one area not suited for homeworking is when the post requires a high element of continued face-to-face pupil contact.

5. Safeguarding and safer working practices

Potential Safeguarding Risks

The risks to consider are mainly about inappropriate actions by the adult who is leading the learning session. Whilst a difficult thought, there are numerous examples. Pupils can also behave inappropriately themselves.

Key risks include:

- not maintaining professional standards;
- grooming behaviours;
- attempts to move the child onto another platform, account or to access them by phone or text;
- setting up a separate, unmonitored lesson time or account;
- inappropriate use of chat messaging on the platform, and deleting those messages;
- inviting unauthorised adults into the platform;
- contacting teachers out-of-lesson time;
- stalking-type behaviours;
- inappropriate conduct during lesson time;
- inviting other students in to the 1:1 lesson who then behave inappropriately;
- unauthorised making and/or sharing recordings;
- cyberbullying.

Wherever possible, staff should use school devices and should always contact pupils only via the pupil's school email address / log in. This ensures that the setting's filtering and monitoring software is enabled.

Virtual lessons should be timetabled and senior staff, Designated Safeguarding Lead and / or phase leaders should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.



Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:

- think about the background; photos, artwork, identifying features, mirrors - ideally the backing should be blurred;
- staff and pupils should be in living communal areas wherever possible;
- staff and pupils should be fully dressed;
- filters at a child's home may be set at a threshold which is different to the school;
- resources, videos must be age appropriate - the child may not have support immediately to hand at home if they feel distressed or anxious about content.

Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental/pupil consent is needed and retention/storage.

Senior leaders should:

- review and amend their online safety and acceptable use policies to reflect the current situation;
- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them have clearly defined operating times for virtual learning;
- consider the impact that virtual teaching may have on children and their parents/carers/ siblings;
- determine whether there are alternatives to virtual teaching in 'real time'- e.g., using audio only, pre-recorded lessons, existing online resources;
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons;
- take into account any advice published by the DFE, Local Authority, or their online safety / monitoring software provider.

Staff should:

- adhere to the Trust policy;
- be fully dressed;
- ensure that a senior member of staff is aware that the online lesson /meeting is taking place and for what purpose;
- avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session;
- only record a lesson or online meeting with a pupil where this has been agreed with the Principal or other senior staff, and the pupil and their parent/carer have given explicit consent to do so;
- be able to justify images of pupils in their possession.

All Adults should not:

- contact pupils outside the operating times defined by senior leaders;



- take or record images of pupils for their personal use;
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff);
- engage online while children are in a state of undress or semi-undress.

When using live teaching, teachers and support staff should:

- avoid 1:1 lessons where possible, using groups only (1:1s may be possible, subject to a risk assessment and SLT permissions – see **Appendix C**);
- ensure staff and children are wearing suitable clothing, as should anyone else in the household;
- ensure devices are used in appropriate areas and where possible against a neutral background;
- record and back up live lessons elsewhere, so that if any issues were to arise, the video can be reviewed;
- understand access and retention policies;
- ensure live classes are kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
- ensure language is professional and appropriate, including any family members in the background;
- ensure consent is in place for the live-streaming or recording of children and adults in the images.

Retention policy for video recordings

Live lesson recordings could constitute personal data because they contain personal images of identifiable people. Under GDPR Data should only be retained for as long as is necessary to meet the needs of the reason for recording it.

The recording of Zoom/Teams calls can support the investigation of any complaints that might arise, or for crime prevention and investigation. It is unjustifiable to keep the recordings for the long or very long term therefore the retention period for any remote lesson recordings is 1 year from the date of the recording.

6. Procedure and Expectations for Teachers: Remote Learning

Remote learning will take place in the event of a local closure for reason due to prolonged extreme weather conditions, flooding, fire, premises failure or improvements, or a local closure being instigated by Local Public Health Advisors.

Teachers

6.1

When providing remote learning, teachers must be available between 8:30 – 3:30.

6.2

If a teacher is unable to work for any reason during this time, they should report this using the normal absence procedure.

6.3



Teachers will use the Activity tool to set work and work will be clearly shown under the Activity Tool. Work will be set to the default of whole class but individual tailored activities can be set for children with SEN who would struggle to access the whole class learning.



Prior to any planned closure:

> 6.4

- > SLT will deliver training to staff regarding the expectations for remote learning and will train staff in how to use the features of Online to the standard required for teachers to utilise the app successfully.

> 6.5

- > Teachers are responsible for providing training to pupils whilst they are still in school on how to access and use the features of the online platforms correctly. This will be practised and explored through home-learning opportunities and in-class training sessions where the teachers model how to use the platform correctly.

When providing Remote Learning during closure periods, teachers are responsible for:

> 6.6 Remote Learning – Setting daily work:

- Daily work will be uploaded to the appropriate platform for each key stage:
- A weekly timetable of lessons will be uploaded for pupils and adults at home to follow. This should be set to upload at 8:30 on a Monday morning.
- Teachers are expected to provide daily learning for the pupils in their year group. Year group colleagues may wish to divide the work load so that each teacher is responsible for different subjects. Year group colleagues will be expected to manage daily learning and in the event of a colleague absence, the online learning must be sustained by the remaining year group teacher with the support of their Phase Leader.
- Work is required to be set by 3pm for the following day to ensure that pupils have access to their learning and adults at home are able to plan their child's daily routine accordingly.
- Phase Leaders will be responsible for overseeing the learning that is being set within their phase and providing feedback to teachers.

Daily Learning Opportunities:

The following expectations are designed as an ambitious and necessary programme for all pupils within the Trust in order to allow pupils to learn successfully from home. It must be taken in consideration that these expectations for remote learning will be flexible depending on the circumstances and the nature of the closure, and that teachers are required to use their judgement and communicate with Senior Leaders with regards to the manageability of the following daily sessions for all pupils.

6.7.1 Early Years

- Phonics Lesson
- Reading (modelled by the teacher)
- Writing – key words or mark making activity
- Maths Lesson – counting together, basic number
- Practical play session – teacher modelling play-based learning linked to a topic



- NOTE: Extension activities can be provided to support extending more-able pupils.

6.7.2 Key Stage 1

- Reading together session (encourage 10 minutes independent reading)
- Writing session (focus on transcriptional skills in small chunks)
- Phonics lesson and activity
- Maths activity
- Daily wider curriculum subject
- Additional live catch up session in small groups.

6.7.3 Key Stage 2

- Shared Read (encourage 10 minutes independent reading) with an activity
- Writing session (building up a sequence in small steps)
- Maths lesson (building up a sequence in small steps)
- Daily wider curriculum subject
- Mental maths / spelling skills
- Additional live catch up session in small groups.

6.8

Remote Learning is to be designed to follow a sequential build-up of lessons throughout all areas of the curriculum. This approach, paired with a slowed down pace of learning will support cognitive load theory in ensuring pupils are embedding and securing their learning before moving on.

6.9

Teachers will create learning opportunities where pupils are accessing their learning in smaller steps and at a slower pace, securing key maths, reading and writing skills.

Teachers must ensure that all learning is provided with clear explanations and model of new content to support both pupils and their adults at home in completing learning successfully. These explanations and models should either be created by the teachers in form of a video, voice note or worked examples within a PowerPoint presentation. Alternatively, teachers may wish to post links to you tube videos, websites or schemes of learning (White Rose, Maths Mastery etc.) that will provide high quality examples of expected learning outcomes.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupil understanding.

Teachers will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Teachers are not required to post videos to accompany every lesson, but should consider where a more personalised approach would have the most impact.

Marking and Feedback:

The purposes of feedback within the online platforms is to motivate pupils, recognise and celebrate their efforts, address misconceptions and assess learning.

Responding to work Teachers will:



- Approve work so the children are alerted that it has been submitted.
- 'Like' the work by clicking on the heart to acknowledge that the work has been seen by the teacher.
- Mark the submitted work by clicking on the three dots (...) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give more personal feedback.
- 'Check-in' on the app twice during a working day.

Subject Specific feedback

Marking will be provided in the following subjects:

- Maths - answers will be uploaded for the class the day after the work has been set. Children will self-mark.
- SPAG- any errors will be identified and corrected.
- Topic- a 'like' stamp or a voice note to provide personalised feedback using the voice record button.
- Written work- a written or verbal response will be given.

Pupil Expectations

- Use the *Add Response* tool to submit their work
- Follow the online safety rules and only use for school work.
- Report to an adult if they come across any unsafe content.
- Follow healthy use of a computer, website and any linked learning.

Parent Expectations

- Ensure that appropriate firewalls and age restrictions are set on computers.
- Computer use is regularly monitored.
- Ensure communication is kept to a professional level.
- Ensure submitted work is clearly photographed to enable a teacher to mark it.



7. Procedure and Expectations for Teachers – Home Learning

Home learning is used to support pupils in securing knowledge or skills they have been taught in class.

- Teachers are to use the online platform to deliver home learning as an extension of the work taking place within the classroom.
- Home-learning activities are to be designed to be short, focused and relate directly to what has been taught in school so that learning can be further secured at home.
- Within the app, teachers are to directly upload PowerPoints, videos, links to useful resources, keeping these as close as possible to the resources used in class.
- Teachers will use the following strategies to support pupils in retaining knowledge through home-learning:
 - Low-stakes quizzes
 - Closed procedure tasks
- Home-learning is to be set using the online platform weekly, these will include a curriculum overview at the beginning of a half term to communicate with parents the outcomes for the following weeks. (Academy expectations to be added here)
- Weekly home learning such as spellings and times-tables expectations will be shared on the online platform so that pupils can practice and adults at home are aware of what is currently being assessed.

8. Computer Equipment

8.1

Equipment required to enable the pupil to work effectively at home will be surveyed by each Academy. Where possible resources to enable learning at home will be provided by the Trust/Academy. Any equipment provided to pupils for access to remote learning will remain the property of the Trust/Academy. The type of equipment loaned to pupils and the terms of the loan may vary as each request for devices will be considered on a case-by-case assessment of need.

The pupil and adults at home must: -

- Take reasonable care of it
- Use it only for learning purposes
- Use it only in accordance with any operating instructions
- Return it to the Trust/Academy when requested
- Use it in accordance with any existing Trust/Academy policies

All equipment loaned to pupils for the purpose of home/remote learning is subject to the completion of the Laptop/Devices Loan Agreement included in this policy **Appendix A**.

8.2

In the event of a local closure or situations where staff are required to work from home on an ad hoc or short-term basis, provision will be made for them to use a trust or academy laptop for the purpose of supporting pupils and providing remote learning activities. Employee's personal equipment must only be



used in circumstances that have been agreed.

Special attention will be paid to any requirement to use or access information that is deemed OFFICIAL or SENSITIVE in accordance with the Trust/Academy Data Protection Policy and restrictions imposed under GDPR compliance.

Further guidance in respect of home working can be found in the Trust Wide Home and Remote Working Policy.

9. IT Support

9.1

If parents or pupils are having trouble accessing Remote Learning, the first point contact will be the class teacher.

If staff are having technical difficulties which cause problems in the setting of home or remote learning they should contact the school's, IT provider in the usual way.

10. Security

All staff members using Trust or Academy devices for the setting of home or remote learning will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);
- ensuring the hard drive is encrypted by Bit locker coding – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device;
- making sure the device locks if left inactive for a period of time;
- not sharing the device among family or friends;
- ensuring antivirus and anti-spyware software are updated regularly by ensuring the laptop or device is regularly connected to the internet for automatic updates;
- keeping operating systems up to date – always install the latest updates.

11. Quality Assurance

Trust/Academy leaders will work collaboratively with teachers to support their delivery of high quality remote education. They will provide clear guidance and constructive, developmental feedback that supports the academy's remote and home learning.

Remote inspections of schools and further education providers will begin from 25 January, with a particular focus on how well children and learners are being educated remotely. Ofsted will inspect schools rated 'inadequate' or 'requires improvement' as planned, but will also follow up on complaints raised by parents across all grades of school in order to resolve issues. Further information is available at [January 2021: maintained schools and academies - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/remote-inspections-of-schools-and-further-education-providers-will-begin-from-25-january).



Policy Reviewed August 2025

Signed CEO: *B.A. Nixon*

Signed: Chair of Directors: *Pat Hyman*

Policy to be reviewed in September 2026



Appendix A – Computer/Device Loan Agreement Form

Insert Academy logo

Loan Devices for Pupils

Record of issue and Receipt of Laptop/Device

Laptop Serial Number	
Name of Pupil	
Name of Parent/Guardian accepting responsibility for the laptop	
Signature of Parent/Guardian accepting the laptop	
Name of person handing over the laptop to Parent/Guardian	
Signature of person handing over the laptop to Parent/Guardian	
Date of handover of laptop	

Parents/Carers Please note

This device is on loan to your child and remains the property of < Academy name to be inserted> and will need to be returned to the Academy upon request.



Appendix B – Acceptable Use Agreement

Insert Academy logo here

Parent / Carer Acceptable Use Agreement

Digital technologies have become integral to the lives of children and young people, both within schools and outside school.

These technologies provide powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning.

Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that pupils will have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school's work.



Parent/Carer Acceptable Use Agreement Permission Form

Parent / Carers Name

Pupil Name.....

As the parent / carer of the above pupil, I give permission for my son / daughter to have access to the internet and to ICT systems at home for the purpose of **Remote and Home Learning**.

I know that my son / daughter has received E-safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that children will be safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies while at home.

I understand that my son's / daughter's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's e-safety.

I am aware that the use of digital / video images and live webcams plays an important part in recorded learning activities and I consent to my child taking part in these educational activities.

I will ensure that my child attends live sessions on time (or I will provide a reason for non-attendance), completes their allocated tasks, and returns all tasks daily.

Parents or carers will support pupils to access Microsoft Teams so that their child can take part in live lessons.

When my child is taking part in live teaching activities I will ensure that:

- My child and all other members of the household are appropriately dressed
- The computer my child is using is in an appropriate area and is supervised
- That appropriate language is used at all times by all members of the household while the lesson is taking place
- That the lesson is not disrupted by other members of the household

I am aware that the school will comply with the General Data Protection Regulation (GDPR) and will only retain these recordings in line with the retention policy of 12 months after the data of the recording taking place.

Parent/ Carer Signature

Date



Appendix C – Example Live One to One and Small Group Remote Lessons Risk Assessment

Activity/ Situation	Live One-to-One and Small Group Remote Lessons			
Location	INSERT ACADEMY NAME			
Persons at Risk	a. Pupils ☒	b. Employees ☒	c. Visitors ☒	d. Contractors ☒
HAZARD(S)	<i>Note: this list is not exhaustive and must be adapted for your own needs</i> ✗ Lack of adult supervision ✗ Safeguarding ✗ Inappropriate language ✗ Communication ✗ Professional standards ✗ Professional appearance ✗ Teaching and learning environment ✗ Data security			
CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
<i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i>				
In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics				
Lack of adult supervision				
Parental consent obtained.	Parents will complete a consent form agreeing to our terms and expectations.	☐	☐	☐
Confirmation that an adult is present.	Teachers/tutors must confirm at the start of the session that an adult is in the room and will remain in the room for the duration of the lesson. If there is no adult present then the lesson will not go ahead.	☐	☐	☐
Safeguarding				
DBS Checks – All teachers/tutors will be subject to a DBS check.		☐	☐	☐
Identification checks undertaken.	Teachers and Tutors will be required to wear their identification lanyard at all times during the lessons.	☐	☐	☐



Recording – Teachers and Tutors will record all lessons.	This will support any investigations that may need to take place after the lesson. These recordings must be kept to ensure the footage can be reviewed. Currently, Teams is the preferred method to enable recordings to be stored securely.	☐	☐	☐
Safeguarding Concerns – clear policy in place and procedures for managing any concerns.	Teachers/tutors/parents/pupils are to follow the schools safeguarding policy if they have any concerns related to a pupil.	☐	☐	☐
Complaints – Policy in place and published on academy website.	Parents should follow the school's complaints policy if they wish to make a complaint.	☐	☐	☐
Inappropriate language				
Sharing appropriate language expectations with staff, contractors, pupils and family members.	As with all school based communications, the intent and language of messages must be at all times professional by all parties concerned, including family members. Expectations shared through written agreements/code of conduct.	☐	☐	☐
Ensuring no background noise.	If staff members are conducting lessons from home, they should ensure that there is no background noise and that the people that they live with are aware of the lesson and remain appropriate at all times.	☐	☐	☐
Communication				
Direct communication with teachers/tutors outside of the learning platform must be undertaken by parents/carers.	Students can email teachers/tutors through the Teams professional emailing system.	☐	☐	☐
Teaching and learning environment				



Appropriate locations used for teaching.	Staff must be physically located in safe working spaces, appropriate for online lessons; a lounge, kitchen or study is appropriate, a bedroom or bathroom is not. Staff should be in a room where others (who are not staff members) cannot see, be seen or listen. If this is not possible, then headphones must be worn and screens angled away from the view of others. If working from home, staff should ensure that they position themselves in appropriate areas, for example, not in staff bedrooms; and the background should be blurred or neutral, for example no personal photographs. If a bedroom is the only option available to staff, then staff MUST work in school if at all possible . Staff should record, the length, time, date and attendance of any sessions held and report any safeguarding concerns.	☐	☐	☐
Appropriate location used for learning.	Students must be physically located in safe working spaces, appropriate for online lessons; a lounge, kitchen or study is appropriate, a bedroom or bathroom is not. If a child has a study in their bedroom, then parents must remain in view of the camera at all times. Pupils must be in a room with or near an adult so that the adult can hear or see the lesson taking place and it is the responsibility of the parent/carer to ensure that this is happening.	☐	☐	☐
Data security				



Record retention policy in place (1 year) for live lesson recordings.	Live lesson recordings could constitute personal data because they contain personal images of identifiable people. Under GDPR data should only be retained for as long as is necessary to meet the needs of the reason for recording it. The recording of Teams calls can support the investigation of any complaints that might arise, or for crime prevention and investigation. It is unjustifiable to keep the recordings for the long or very long term therefore the retention period for any remote lesson recordings is 1 year from the date of the recording. Recordings will be stored on Trust/Academy secure locations (Teams chat, OneDrive, SharePoint, Google, SeeSaw and Tapestry).	☐	☐	☐
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment	Yes ☐ No ☐			
What is the level of risk for this activity/situation with existing control measures	High ☐ Med ☐ Low ☐			
Is the risk adequately controlled with existing control measures	Yes ☐ No ☐			
Have you identified any further control measures needed to control the risk and recorded them in the action plan	Yes ☐ No ☐			
ACTION PLAN (insert additional rows if required)	To be actioned by			
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date		
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment	High ☐ Med ☐ Low ☐			
Is such a risk level deemed to be as low as reasonably practical?	Yes ☐ No ☐			
Is activity still acceptable with this level of risk?	Yes ☐ No ☐			
If no, has this been escalated to senior leadership team?	Yes ☐ No ☐			



Assessor(s):		Signature(s):	
Position(s):			
Date:		Review Date:	

Distribution: All staff and contractors via email.

<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