

Key Guidance This section provides a quick overview of some of the key concepts in Army risk assessment. Refer to Notes section for further information. The first line of the risk assessment table, below, shows an illustrative example.

Hazard is anything that may cause harm, e.g. working at height on a ladder.

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.

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.

Note however that persons undergoing training cannot be deemed competent until their capability is properly assessed

Likelihood (L)	1 – Remote / Rare	Multiplied by	Impact (I)	Equals	Risk Score Calculation					
	2 – Unlikely				Likelihood					
	3 – Possible				1	2	3	4	5	
	4 – Probable				5	4	3	2	1	
	5 – Highly Probable (Almost Certain)				4	3	2	1		

Note: impact number is unlikely to change with control measures

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 in Ex / Coord instructions as necessary. Implement control measures **Step 5** – Review your risk assessment and update as necessary

Dept / Sub-Unit / Unit / Formation:	British Section, SHAPE International School	Assessor (No, Rank, Name):	MR IAN RATCLIFFE (944641C) CIV – DEPUTY HEAD TEACHER
Activity (SSW) / Exercise (SST):	British Section to open fully and to deliver a complete curriculum offer to all children whilst minimising the risks of infection from Covid 19.	Assessor's signature:	<i>Ian Ratcliffe</i>
Generic or Specific Risk Assessment:	Specific	Assessment Date:	24.08.21
Relevant Publications / Pamphlets / Procedures:	JSP 375 ACSO 1200 Schools COVID-19 operational guidance dated 17 August 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#tracing Host Nation and Local Command Covid-19 Guidance	Review Date for GRA (Step 5):	If the overall score is lowered, use: Review periodically to ensure conditions have not changed and working within ALARP and risk appetite. If you keep the original score, use: Good risk mitigations to ensure that the impact remains ALARP and tolerable. Re-assess frequently to ensure conditions remain the same. 01.10.21 – or sooner if DfE of Host Nation Guidance Changes

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Ref	Activity / element (Step 1a)	Hazards identified (Step 1b)	Who or what might be harmed and how, e.g. • Military personnel - fatality • Civ staff / contractors - injury • General public - injury • Environment - spill (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)
					L (1 to 5) (Step 3b)	I (1 to 5) (Step 3c)	Score (L x I) (Step 3d)			L (1 to 5) (Step 3g)	I (1 to 5) (Step 3h)	Score (L x I) (Step 3i)	
1	Air flow around building and ventilation of classrooms.	Spread of Covid-19 virus through aerosol transmission, especially in classrooms, offices, and other shared rooms.	All users of the building: staff, children, parents, visitors Minor to serious illness.	All rooms to be ventilated as fully and frequently as practical. Windows to be kept open when internal temperature allows for it.	3	2	6	Y					All staff to have sight of and be familiar with changes to the guidance from UK DfE, Host Nation and SHAPE. Staff to beware of the potential for wind draft and slamming doors/windows. Fire doors must not be propped open. Purging rooms is best done when they

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Ref	Activity / element (Step 1a)	Hazards identified (Step 1b)	Who or what might be harmed and how, e.g. • Military personnel - fatality • Civ staff / contractors - injury • General public - injury • Environment - spill (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)
					L (1 to 5) (Step 3b)	I (1 to 5) (Step 3c)	Score (L x I) (Step 3d)			L (1 to 5) (Step 3g)	I (1 to 5) (Step 3h)	Score (L x I) (Step 3i)	
													unoccupied i.e. during breaks and lunchtime.
2	Moving around the building.	Spread of Covid-19 virus through aerosol transmission, especially whilst transitioning around the building.	All users of the building: staff, children, parents, visitors Minor to serious illness.	All adult staff to wear masks when transitioning around the building or when unable to maintain 1.5m distance from another adult. All visitor to the school to wear masks at all times.	3	2	6	Y					All staff to have sight of and be familiar with changes to the guidance from UK DfE, Host Nation and SHAPE. A reminder to all parents/carers via the school newsletter?
3	Personal hygiene – hand washing.	Spread of Covid-19 virus through transmission from infected surface via hand to mouth, nose or eyes.	All users of the building: staff, children, parents, visitors Minor to serious illness.	All children and staff to be encouraged to wash hands frequently and for hand washing opportunities to be planned into the school day. All visitors to sanitize hands on entering and exiting the building. Hands should be washed before snack and lunch. Refresh and alert staff and pupils to the 'catch it, bin it, kill it' posters. https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf	3	2	6	Y					All staff to have sight of and be familiar with changes to the guidance from UK DfE, Host Nation and SHAPE.
4	Room Hygiene	Spread of Covid-19 virus through transmission from infected surface via hand to mouth, nose or eyes.	All users of the building: staff, children, parents, visitors Minor to serious illness.	Common services cleaners have a cleaning schedule? All surfaces and frequently touched areas of classrooms will be cleaned by staff at lunchtime using a disinfectant spray. The school will be cleaned, with particular focus on frequently touched areas, by the cleaning staff at the end of the day.	3	2	6	Y					All staff to have sight of and be familiar with changes to the guidance from UK DfE, Host Nation and SHAPE.
5	Symptom Management	Spread of Covid-19 virus through transmission from symptomatic child or adult	All users of the building: staff, children, parents, visitors Minor to serious illness.	Any individual displaying any of the three major symptoms of Covid-19 will be isolated in the First Aid room and sent home to	3	2	6	Y					All staff to have sight of and be familiar with changes to the guidance from UK DfE, Host Nation and SHAPE.

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Ref	Activity / element <i>(Step 1a)</i>	Hazards identified <i>(Step 1b)</i>	Who or what might be harmed and how, e.g. • Military personnel - fatality • Civ staff / contractors - injury • General public - injury • Environment - spill <i>(Step 2)</i>	Existing control measures <i>(Step 3a)</i>	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 <i>If Yes, move to column (n). If No, identify additional controls (Step 3e)</i>	Reasonable additional controls that can be implemented to reduce risk to ALARP <i>(Step 3f)</i>	Reassessment with additional control measures			List required action(s) to instigate controls <i>(Step 3j)</i>
					L (1 to 5) <i>(Step 3b)</i>	I (1 to 5) <i>(Step 3c)</i>	Score (L x I) <i>(Step 3d)</i>			L (1 to 5) <i>(Step 3g)</i>	I (1 to 5) <i>(Step 3h)</i>	Score (L x I) <i>(Step 3i)</i>	
				seek medical advice. A sign is posted on the front door informing visitors not to enter if they are experiencing the symptoms of Covid-19.									
6	Accidents and illnesses	First aid provision	All users of the building: staff, children, parents, visitors Minor to serious illness. Cleaning up bodily fluids	First aid trained staff to perform duties within the scope of their training – refer to the 10 th edition first aid manual. In case of CPR, use hands only rather than performing rescue breaths. Use Bodily Fluids kits and follow the manufacturer's instructions.	3	2	6						Use barriers: gloves and masks.

Authorising Officer / Warrant Officer / NCO (at unit level)	No, Rank, Name	Post	Date	Signature ¹
Existing and additional controls agreed	Mr Ian Ratcliffe (944641c) Civ	Deputy Head	24/08/21	<i>Ian Ratcliffe</i>
Where risk is elevated up the CoC, CO to confirm additional controls implemented				

NOTES

<p>Risk = Likelihood x Impact</p> <table border="1"> <thead> <tr> <th>Likelihood</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>5 Highly Probable (Almost Certain)</td> <td>Is expected to occur in most circumstances</td> </tr> <tr> <td>4 Probable</td> <td>Will probably occur at some time, or in most circumstances</td> </tr> <tr> <td>3 Possible</td> <td>Fairly likely to occur at some time, or some circumstances</td> </tr> </tbody> </table>	Likelihood	Definition	5 Highly Probable (Almost Certain)	Is expected to occur in most circumstances	4 Probable	Will probably occur at some time, or in most circumstances	3 Possible	Fairly likely to occur at some time, or some circumstances	<p>Step 5 - Review the generic 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:</p> <ul style="list-style-type: none"> • 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 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 under 18 or pregnant persons).
Likelihood	Definition								
5 Highly Probable (Almost Certain)	Is expected to occur in most circumstances								
4 Probable	Will probably occur at some time, or in most circumstances								
3 Possible	Fairly likely to occur at some time, or some circumstances								

¹ Can be electronic signature.

2	Unlikely	Is unlikely to occur, but could occur at sometime
1	Remote / Rare	May only occur in exceptional circumstances

Impact		Definition (Health Safety and Environment)
5	Critical	<ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries. Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact.
4	Severe	<ul style="list-style-type: none"> A single death or multiple life-threatening injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a major environmental effect or multiple incidents causing significant effect.
3	Major	<ul style="list-style-type: none"> Single life changing injury or multiple injuries which have a short-term impact on normal way of or quality of life. Moderate damage to an extended area and/or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation. Single incident causing significant environmental impact.
2	Moderate	<ul style="list-style-type: none"> Multiple injuries requiring first aid. Moderate damage to an area, and that can be remedied internally. Multiple incidents causing minor environmental effect.
1	Minor	<ul style="list-style-type: none"> An Injury requiring first aid Limited short-term damage to an area of low environmental significance/ sensitivity Incidents causing minor environmental impacts

Risk Management		
Risk Rating	Authorisation	How Risk should be managed
1 – 3 (Very Low)	LCpl to OF3 (Sub-unit Comd)	Review periodically to ensure conditions have not changed and working within ALARP and risk appetite.
4 – 9 (Low)	OF4 (CO, HoE or CI)	
10 – 14 (Medium)	OF5 / 1* Commander	Good risk mitigations to ensure that the impact remains ALARP and tolerable. Re-assess frequently to ensure conditions remain the same.
15 – 19 (Medium to High)	2* Div HQ	Requires active management – review of desired outcome with additional resources or change to output requirements.
20 (High)	3*/2* Commanders HC, Fd Army & JHC	Contingency plans may suffice together with limited risk mitigations to achieve risk ALARP and tolerable.
25 (Very High)	4* CGS	Operational capability where the required outcome impacts on defined military capability.