

Over-arching Risk	Assessed risk if no actions taken	Controls in place	Considering controls in place, current risk level assessed by Headteacher	Further key actions to be taken and by when	Assessment agreed by trust ELT and date
Risk that <b>Chadsmead Primary Academy</b> cannot open fully to all pupils in all year groups in line with current DfE Guidance	High	See Key Risk assessments below	Low		

In agreement with Trust ELT, this Risk Assessment will be reviewed fortnightly or as and when needed

Key Risks		Assessed risk if no actions taken	Requirement	Controls in place	Considering controls in place, current risk level assessed by Headteacher	Further key actions to be taken and by when
1	Risk that an individual who is unwell with COVID-19 symptoms, or who have someone in their household who is unwell, attends school.	High	Must	See Individual risk assessments below	Low	
2	Risk that individuals in school do not carry out regular handwashing in line with DfE guidance.	High	Must	See Individual risk assessments below	Low	
3	Risk that individuals in school do not practice good respiratory hygiene	High	Must	See Individual risk assessments below	Low	
4	Risk that the cleaning regime in school is not in line with DfE guidance	High	Must	See Individual risk assessments below	Low	
5	Risk that contact between individuals is not minimised and social distancing maintained where possible.	High	Properly Consider	See Individual risk assessments below	Low	
6	Risk that PPE equipment is not worn where appropriate	Medium	Must	See Individual risk assessments below	Low	
7	Risk that school response to infection is not in line with the DfE guidance	Medium	Must	See Individual risk assessments below	Low	
8	Risk that the educational provision for pupils does not return to normal	Medium	Properly Consider	See Individual risk assessments below	Low	
9	Risk that the trust is not a good employer	Medium	Properly Consider	See Individual risk assessments below	Low	

Key risk 1: Risk that an individual who is unwell with COVID-19 symptoms, or who have someone in their household who is unwell, attends school.					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
1.1	Children, staff or visitors attend school when they should be self- isolating in line with Public Health England guidance	High	<ul style="list-style-type: none"> <li>Parents and staff have had specific guidance on the symptoms to be aware of.</li> <li>Staff or pupils are not allowed to attend site if they are known to have symptoms of the virus</li> <li>Key messages in line with government guidance are reinforced via e-mail, My Ed, website, newsletter</li> <li>Guidance on getting tested (adults and children over 5) is shared regularly</li> <li>Collection and monitoring of absence data, including tracking is in place</li> <li>The Coronavirus Hotline (0800 046 8687) will be contacted immediately following a positive test.</li> </ul>	Low	
1.2	Where a potential case of covid-19 is identified in school it is not dealt with in line with DfE guidance	Medium	<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms in school. Use of medical room.</li> <li>Parents and staff are made aware of what steps to take if they, or any member of their household displays symptoms</li> <li>Follow SCC Local Outbreak Control Plans (Public Health England Local Health Protection Team)</li> <li>A close contact register is kept for pupils (SharePoint: Remote Learning 2020/contact register). This includes contacts pupils have with other pupils, staff members and other visitors (e.g. music teachers/social workers)</li> <li>Close contact guidance has been shared with staff and provision is in place for the majority of staff to not be in close contact.</li> </ul>	Low	

Key risk 2: Risk that individuals in school do not carry out regular handwashing in line with DfE guidance.					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
2.1	Facilities for handwashing/ sanitising are not in place	High	<ul style="list-style-type: none"><li>Hands free sanitiser stations are installed throughout the school</li><li>Each area (staff and pupil) has its own hand gel provided.</li><li>Sink areas are regularly checked to ensure there is adequate soap by caretaker</li></ul>	Low	
2.2	Pupils, staff and visitors do not make use of provided facilities in line with DfE guidance	High	<ul style="list-style-type: none"><li>It is an expectation that all use hand gel or wash hands when entering and leaving the building, before and after food, after toileting. This is factored into the times of the day. Stations are placed at exit/entrances or classrooms have own hand gel bottles.</li><li>Hand wash posters are around school and, in the washrooms,</li><li>Washing hands is part of each bubble’s charter</li></ul>	Low	

Key risk 3: Risk that individuals in school do not practice good respiratory hygiene					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
3.1	Facilities for 'catch it, bin it, kill it' such as supplies of tissues, bins and bags are not in place	Medium	<ul style="list-style-type: none"> <li>Each teaching space have tissues available and children are encouraged to bring their own from home</li> <li>Each staff room has tissues available</li> <li>Classrooms have lidded bins with liners, these are emptied daily.</li> </ul>	Low	
3.2	Pupils, staff and visitors do not make use of provided facilities in line with DfE guidance	High	<ul style="list-style-type: none"> <li>Signs around school to remind everyone of the expectations</li> <li>'Catch it, Bin it, Kill it' forms part of the bubble charter and is regularly reminded of.</li> <li>Regular reminders are sent out to the community through newsletters, internet, MyEd and letters home.</li> <li>Staff were trained on 1/09/2020 on up to date guidelines and subsequent updates are shared when necessary.</li> </ul>	Low	
3.3	Face coverings are not removed and stored safely when entering school.	High	<ul style="list-style-type: none"> <li>The school community are reminded of this requirement through regular newsletters, internet, MyEd and letters home.</li> <li>Sign around school to remind everyone of the expectations.</li> <li>Children will not be wearing face coverings in school.</li> <li>Staff may wear face covering in communal areas (such as staff rooms), but not in classrooms.</li> <li>Identified visitors may wear face coverings by prior agreement with HT, based on activity</li> <li>Kitchen staff wear a face mask in line with hospitality guidelines and required by Compass contractors.</li> <li>Current guidance will be referred to.</li> </ul>	Low	

Key risk 4: Risk that the cleaning regime in school is not in line with DfE guidance					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
4.1	Regular cleaning of surfaces in line with PHE guidance is not in place	High	<ul style="list-style-type: none"> <li>Cleaning contractors provide own risk assessment to school. Contractors follow all Government guidance.</li> <li>Throughout the day, regular cleaning of tables, door handles in classrooms by staff members throughout the day using agreed methods and equipment</li> <li>Designated areas have cleaning schedules. These are collected and stored by the Health &amp; Safety co-ordinator.</li> </ul>	Low	
4.2	Regular cleaning of toilets in line with PHE guidance is not in place	High	<ul style="list-style-type: none"> <li>Regular cleaning of toilets by staff members throughout the day using agreed methods and equipment</li> <li>Designated areas have cleaning schedules. These are collected and stored by the Health &amp; Safety co-ordinator.</li> </ul>	Low	
4.3	Regular cleaning of equipment, both indoor and outdoor is not in place	High	<ul style="list-style-type: none"> <li>Individual and very frequently used equipment (pens, pencils, water bottles etc) will not be shared. Each child will have their own. This includes lockers.</li> <li>Classroom based resources (such as books) can be shared within the bubble but are regularly cleaned as part of the designated cleaning schedule</li> <li>Resources shared between bubbles (sports equipment, art, science resources) will be cleaned and then left unused and out of reach for 48 hours (72 hours for plastics)</li> <li>Computing suite will be used as a block of 4 days and then cleaned and left empty for 72hrs.</li> <li>IPads will also be left 72hrs between uses (slots booked)</li> <li>HPads will be divided between bubbles for consistent use.</li> </ul>	Low	

			<ul style="list-style-type: none"> <li>Outside equipment will be used only in the EYFS bubbles and cleaned daily as part of the designated cleaning schedule. These are overseen by the Early Years Leader.</li> </ul>		
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**Key risk 5: Risk that contact between individuals is not minimised and social distancing maintained where possible.**

Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
5.1	The size of groups or “bubbles” is not practical in this school’s educational setting	High	<ul style="list-style-type: none"> <li>Size of bubbles are based on year group cohort and organised in phases (EYFS, KS1, LKS2, UKS2)</li> <li>Each bubble has a teacher(s) for that specific bubble ie. Reducing transfer between bubbles</li> <li>Smaller bubbles appear with the younger children</li> </ul>	Low	
5.2	The size of groups or “bubbles” does not minimise the opportunities for interaction in this school.	High	<ul style="list-style-type: none"> <li>Bubbles are organised to minimise interaction based on teaching staff being consistent throughout the week.</li> <li>The majority of support staff are contained to a phase</li> <li>1:1 support staff are contained within a phase</li> <li>No whole school assemblies – These will occur through TEAMS</li> <li>Shared spaces (hall, dining room, ICT room, forest) used in a staggered approach and with clearly communicated timetables</li> <li>Early Years children will remain a bubble of their own as they find it most difficult to maintain social distancing</li> <li>Minimal moving around the school, radios to communicate if a bubble is on the move to avoid busy corridors</li> </ul>	Low	
5.3	Groups are mixed for specialist teaching, <b>where this is not necessary</b>	High	<ul style="list-style-type: none"> <li>Specialised teaching occurs for music peripatetic staff (where a parent has paid for the provision). An area, 2m away from the children, is marked in the music room for the staff to stand. Radios are used to call children to the lesson, so the staff member is not walking around school and children are not waiting and crossing bubbles. Peripatetic Staff have read and understood the school RA.</li> <li>Specialised teaching occurs for Sports, the staff fully understand the RA and adhere to 2m social distancing. Teaching will occur</li> </ul>	Low	

			<p>outside when weather supports this. The specialised staff will be accompanied by school staff.</p> <ul style="list-style-type: none"> <li>Staffordshire Music service and Progressive sports have provided their own RA which has been shared with staff.</li> </ul>		
5.4	Where teachers and other staff, including supply and contractors, are required to move between groups they are less than 2 metres apart from pupils or other adults, <b>where this is not necessary</b>	High	<ul style="list-style-type: none"> <li>Support staff are organised into phases, although they will cross bubbles, they will rarely cross phases - meaning they will interact with only 3 bubbles. This is necessary to support teaching and learning.</li> <li>When circumstances dictate, identified staff may have to cross bubbles and phases to support teaching and learning. The close contact register would record such instances.</li> <li>When working with a group of children within a phase, staff will work 2m away from the children, in a marked area, if it is a prolonged period of time.</li> </ul>	Low	
5.5	Adults come within 2 metres of pupils in the classroom, <b>where this is not necessary</b>	High	<ul style="list-style-type: none"> <li>A marked off area for the teacher will guide and remind staff and pupils of the 2m distance. This will be used for longer (more than 15mins) teaching/modelling aspects of teaching and learning</li> </ul>	Low	
5.6	Adults come within 2 metres of each other, <b>where this is not necessary</b>	High	<ul style="list-style-type: none"> <li>Adults will stay within their phase, unless directed otherwise</li> <li>Mini-staffrooms will continue to allow for less staff in any one space during non-teaching times</li> <li>Meetings will be held via TEAMS or outside or with smaller numbers whilst socially distanced and additional cleaning routines.</li> <li>No congregating at the photocopier is permitted and use specific wipes provided which are kept next to it</li> </ul>	Low	
5.7	Older children do not keep apart from each other, <b>where this is possible</b>	High	<ul style="list-style-type: none"> <li>Children will be managed in their bubbles and will not cross bubbles</li> <li>Playgrounds will be sectioned to indicate where bubbles can be safely.</li> <li>Break and lunchtimes will be staggered to allow for more space to distance. Timetables shared with ALL staff members</li> <li>Start and end of day will be staggered to allow for distancing at these busy periods. This is communicated to parents in letters and available on the website.</li> </ul>	Low	

5.8	Classroom set up involves pupils facing each other, <b>where this is not necessary</b>	High	<ul style="list-style-type: none"> <li>Classrooms will arrange desks to ensure the children will be facing the front</li> <li>Unnecessary furniture is removed from classrooms if space is needed.</li> <li>EYFS will limit children to areas within free flow and during carpet time</li> </ul>	Low	
5.9	School behaviour policy does not take into account the requirement to minimise mixing of groups or individuals	Medium	<ul style="list-style-type: none"> <li>Amended behaviour policy to ensure children cannot mix outside of bubble. And to include compliance with social distancing and this has been communicated to all staff, pupils and parents.</li> <li>Behaviour policy will be strictly adhered to.</li> <li>Individual RA for children whose behaviour may breach social distancing safety.</li> <li>All staff monitor areas and encourage and ensure social distancing is adhered to.</li> <li>Home school books will become electronic using My Ed app.</li> </ul>	Low	



Checklist	Plan or Risk Assessment in place
The following activities should be considered, where applicable, in school and covered by plans or risk assessments in line with the principles above to ensure the risk of contact between individuals or groups is minimised <b>as far as practicable</b> . This list is not exhaustive:	Yes or N/A
Start of day arrival at school	Yes
End of day departure from school	Yes
Travel to and from school	n/a
Lunchtimes	Yes
Breaktimes	Yes
Movement of pupils between different school teaching spaces	n/a
Movement of staff between different school teaching spaces	Yes
Delivery of curriculum PE	Yes
Delivery of curriculum Music	Yes
Delivery of curriculum Design & Technology	Yes
Delivery of curriculum Art	Yes
Delivery of practical Science	Yes
Delivery of practical Drama	Yes
Delivery of Computing	Yes
Assemblies and other large gatherings	Yes
Operation of extra curricula activities	n/a
Operation of before and after school childcare	n/a
Operation of wraparound nursery childcare	Yes
Working with SEND children where the child's behaviours may pose an additional risk	Yes
Recruitment	Yes
Visitors to school	Yes
Supply and peripatetic staff operating in school	Yes
Trainee teachers and apprentices in school	Yes
Gatherings of staff, eg: staffroom, meetings or training.	Yes
Delivery of catering	Yes
Contractors working on site	n/a
Educational visits	Yes
One to one and catch up support	Yes
Use of classroom resources	Yes
Marking and review of pupil work	Yes

Key risk 6: Risk that PPE equipment is not worn where appropriate					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
6.1	Appropriate PPE is not worn when dealing with a child who is showing symptoms of Covid-19 and where adult cannot keep 2 metres apart	Medium	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured</li> <li>All staff are aware of and understand the procedure for dealing with a child showing symptoms of COVID-19.</li> <li>All staff have watched the NHS training video – ‘Donning &amp; Doffing’ to ensure they know how to wear the appropriate PPE and dispose of it in both COVID situations and for intimate care.</li> </ul>	Low	
6.2	Appropriate PPE is not worn when a child has routine intimate care needs where PPE would normally be worn.	Low	<ul style="list-style-type: none"> <li>Appropriate PPE is available and well stocked to ensure intimate care needs can be met. And also should medical attention be required.</li> <li>All staff have watched the NHS training video – ‘Donning &amp; Doffing’ to ensure they know how to wear the appropriate PPE and dispose of it in both COVID situations and for intimate care.</li> <li>Staff are reminded that wearing gloves is not a substitute for good handwashing</li> <li>Relevant children have a RA (devised with parents) and a professional is consulted where a child’s need is specific.</li> </ul>	Low	

Key risk 7: Risk that school response to a confirmed infection is not in line with the DfE guidance (New requirement from 1 July 2020)					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
7.1	Employees are unaware of the NHS Test and Trace process and that they must have a test in the event of displaying symptoms.	Medium	<ul style="list-style-type: none"> <li>Information regularly shared with staff</li> <li>Staff confirm they have read and understood the requirements using the SmartLog system.</li> <li>Posters around school</li> </ul>	Low	
7.2	Employees are unaware that they must provide details of close contacts if asked to by NHS Test and Trace.	Medium	<ul style="list-style-type: none"> <li>Information regularly shared with staff and will be reviewed.</li> <li>Posters around school</li> </ul>	Low	
7.3	Employees are unaware that they must self-isolated if they are diagnosed with Covid-19 or have been in contact with someone diagnosed with Covid-19.	Medium	<ul style="list-style-type: none"> <li>Information regularly shared with staff</li> </ul>	Low	
7.4	Parents and carers are unaware of the NHS Test and Trace process and that their child must have a test in the event of displaying symptoms.	Medium	<ul style="list-style-type: none"> <li>Information regularly shared with school community through newsletters, MyEd, letters home and the website</li> <li>Details of how to get a test shared with school community regularly.</li> <li>HT and admin staff have completed the NHS Test and Trace webinar for schools – ‘Education providers Testing Webinar’ October 2020</li> </ul>	Low	
7.5	Parents and carers are unaware that they must provide details of close contacts of their child if asked to by NHS Test and Trace.	Medium	<ul style="list-style-type: none"> <li>Information regularly shared with school community through newsletters, MyEd, letters home and the website</li> <li>School displays a NHS Test and Trace QR code for visitors entering school.</li> </ul>	Low	
7.6	Parents and carers are unaware that their child must self-isolated if they are diagnosed with Covid-19 or have been in contact with someone diagnosed with Covid-19.	Medium	<ul style="list-style-type: none"> <li>Information regularly shared with school community through newsletters, MyEd, letters home and the website</li> </ul>	Low	

7.7	Staff, parents and carers do not inform the school if they or household member has a positive test for Covid-19	High	<ul style="list-style-type: none"> <li>Regularly impress the requirement and importance of sharing this information with schools</li> <li>Contact The Coronavirus helpline (0800 046 8687) for advice</li> </ul>	Low	
7.8	In the event of a positive Covid-19 case in school, school does not contact local health protection team and comply fully with their advice.	Low	<ul style="list-style-type: none"> <li>All staff are aware that the school must rapidly inform The coronavirus helpline (0800 046 8687) following notification of a positive case.</li> <li>Details of the coronavirus helpline and Public Health England (SCC local outbreak controls) are shared with all staff members to create a shared responsibility</li> </ul>	Low	
7.9	In the event of a positive Covid-19 case, school does not have records of close contacts made in school	High	<ul style="list-style-type: none"> <li>A close contact register is kept for pupils (SharePoint: Remote Learning 2020/contact register). This includes contacts pupils have with other pupils, staff members and other visitors (e.g. music teachers/social workers)</li> <li>School keep a record of all visitors to the school using the EVM system. There will be no unnecessary visitors/volunteers to site (only specialised services by appointment and safeguarding professionals will be allowed onto site)</li> </ul>	Low	

Key risk 8: Risk that the educational provision for pupils does not return to normal					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
8.1	A broad and ambitious curriculum is not in place	Low	<ul style="list-style-type: none"> <li>We will be following an ambitious, broad and balanced curriculum in all subjects. No lessons will be excluded except swimming and contact sports (as advised by DfE)</li> <li>Jigsaw will remain</li> <li>Signpost staff to the MindEdlearning platform for materials to support mental health and safeguarding: <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a></li> </ul>	Low	
8.2	Government funded intervention and catch up program is not effective	High	<ul style="list-style-type: none"> <li>Follow a 4-step 'assess-plan-do-review' cycle</li> <li>On entry children will be diagnostically tested (including where relevant: Cornerstones Reading/VGPS/Maths, Star Reading, RWInc, SWST spelling, Salford Comprehension, Salford Accuracy)</li> <li>Diagnostics tests identify gaps in knowledge</li> <li>Staff identify NC objectives that were not taught previous year and those that would need a revision of teaching</li> <li>Children identified as vulnerable or below ARE in Reading, writing and Maths</li> <li>Engage in National Tutoring programme</li> <li>Consider interventions in line with the DfE catch up program &amp; existing provision</li> <li>Consider pastoral support services to secure regular attendance</li> </ul>	Low	Define 'effective' in line with potential tutoring and catch up programmes.
8.3	Appropriate integrated remote learning package is not immediately in place for individuals, groups or whole school in the event of education not being able to be provided physically.	High	<ul style="list-style-type: none"> <li>Printed work packs available for all year groups</li> <li>Log in to online learning tools shared and made available to parents at point of close</li> <li>Work e-mailed to school will receive feedback that moves the learning along.</li> <li>Oak National Academy used as a resource</li> </ul>	Low	Engage in Microsoft Office 365 Education DfE Platform Provisioning Programme – Installation/Training Autumn Term <b>25 November 2020</b>

			<ul style="list-style-type: none"> <li>• Work set is closely linked to planning/provision in school</li> <li>• Work set delivers a broad and ambitious curriculum</li> </ul>		
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Key risk 9: Risk that the trust is not a good employer					
Sub-risk		Assessed risk if no actions taken	Controls in place (refer to school plan)	Considering controls in place, current assessed risk level	Further key actions to be taken and by when
9.1	Employees with increased personal risks are not protected	Low	<ul style="list-style-type: none"> <li>• Staff have responsibility to share personal risks with the HT</li> <li>• A risk assessment is put in place to support employees</li> <li>• Employees can discuss circumstances with Trust HR if they feel it necessary</li> </ul>	Low	
9.2	Employees are anxious about coming to work due to covid-19	Medium	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their well being</li> <li>• Staff are signposted to useful websites and resources</li> <li>• Staff are made aware of health assured</li> <li>• There are continued reminders</li> <li>• Signpost to government health support:  <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>  <a href="https://www.educationsupport.org.uk">https://www.educationsupport.org.uk</a> </li> </ul>	Low	
9.3	Employees are not fully trained on the school opening plan	Medium	<ul style="list-style-type: none"> <li>• All staff (including trainee teacher) attended a training session on 1 September 2020 to discuss the opening plan and the RA (to include compliance with government guidance. Inspection of each area. Train lunchtime and kitchen staff of the lunchtime arrangements speak with cleaners. Confirm with staff details of both the plan and RA and discuss learning. Practise new fire procedures)</li> <li>• Staff have signed to ensure they have read and understood training, opening plan and RA – using the school SmartLog system.</li> <li>• Staff familiarised themselves with the practice and procedures before the children returned to school.</li> </ul>	Low	

			<ul style="list-style-type: none"> <li>Concerns to be shared with the HT/Trust/Union</li> </ul>		
9.4	Employees are not fully consulted on the school opening plan	High	<ul style="list-style-type: none"> <li>Guidance for full opening – schools; is distributed to all staff. Staff have signed to ensure they have read and understood opening plan and RA – using the school SmartLog system.</li> <li>Actions for Early Years and childcare providers during the coronavirus outbreak; is distributed to all staff</li> <li>Employees received the opening plan and consult on points.</li> </ul>	Low	
9.5	Workload once open is not achievable	High	<ul style="list-style-type: none"> <li>Clear expectations about teaching and learning are shared with staff</li> <li>Clear expectations about monitoring of teaching and learning will be shared with staff</li> <li>New feedback policy is in place</li> <li>Staff receive weekly PPA. When this is cancelled and cover is prevented because of COVID safety, staff members will be given time in Lieu.</li> <li>Planning will follow normal format</li> <li>Trust HR available to talk to staff who have concerns</li> <li>Staff encouraged to discuss concerns as soon as possible</li> <li>Unions advice considered</li> <li>Reasonable deadlines given for tasks</li> <li>On-going weekly review of workload</li> </ul>	Low	

## Resources

### Government guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A>

### Risk matrix:

		LIKELIHOOD				
		VERY UNLIKELY	UNLIKELY	LIKELY	HIGH LIKELY	ALMOST CERTAIN
SEVERITY	NEGLIGIBLE	LOW	LOW	LOW	LOW	LOW
	MINOR	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	SEVERE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	VERY SEVERE	MEDIUM	MEDIUM	HIGH	HIGH	HIGH