

RISK ASSESSMENT: Primary Transition

Graeme High, June 2021

Risk Assessment Explanatory Notes

A risk assessment is a careful examination of tasks and activities in the workplace which can cause harm. Managers need to ensure Risk Assessments are carried out for all activities where workplace hazards could affect the health and safety of employees, service users, pupils, volunteers, contractors or members of the public. Risk Assessments should also consider possible damage to property or the environment.

To complete the risk assessment you should understand the following definitions:

Hazard: something with the potential to cause harm or damage to someone or something

Harm: injury, ill health, psychological harm, industrial disease, death, loss or damage.

Risk: the chance or likelihood that a particular hazard could cause harm.

The person carrying out the risk assessment should first identify the hazards arising from the task or activity and the control measures already in place. The risk rating can be calculated using the risk matrix below and appropriate action taken.

HOW TO CALCULATE THE RISK RATING: MULTIPLY the LIKELIHOOD by the SEVERITY e.g. Possible (3) X Significant (3) = Risk Rating of (9) = <u>MEDIUM RISK</u>		Critical / Fatal (5)	Severe (4)	Significant (3)	Marginal (2)	Negligible (1)	Severity
Likelihood Index	Highly Probable (5)	25	20	15	10	5	
	Probable (4)	20	16	12	8	4	
	Possible (3)	15	12	9	6	3	
	Unlikely (2)	10	8	6	4	2	
	Very Unlikely (1)	5	4	3	2	1	
HIGH RISK (10-25)	High level of risk. The Health, Safety & Wellbeing team must be consulted prior to the completion of this risk assessment.						
MEDIUM RISK (5-9)	Acceptable level of risk but only if subject to regular active monitoring. Action plan required to reduce risk to as low a level as reasonably practicable.						
LOW RISK (1-4)	Acceptable level of risk subject to regular passive monitoring.						
Likelihood (L) Index		Severity (S) Index					
Very unlikely	Activities well managed and all reasonable precautions taken. Exposure to the hazard could only occur under exceptional situations.	Negligible	Minor injury not affecting a person’s ability to perform their normal range of activities.				
Unlikely	Activities generally well managed. Exposure to the hazard limited to occasional lapses in following control measures.	Marginal	Injury or illness preventing a person from performing their normal range of activities for up to seven days.				
Possible	Exposure to the hazard is unlikely under normal conditions but may occur in non-routine situations.	Significant	Injury or illness preventing a person from performing their normal range of activities for more than seven days.				

Probable	Insufficient or substandard controls in place. Exposure to the hazard through the action/inaction of individuals may be possible but more likely due to inadequate controls.	Severe	Injury or illness specified in RIDDOR. OR Activity or its impacts lead to breach of a regulatory or other duty.
Highly Probable	Under current conditions exposure to hazards is almost certain.	Critical/ Fatal	Death or permanent disability to an individual.

Primary Transition Risk Assessment

This risk assessment sits alongside Graeme High School's risk assessment for the reopening of schools. This risk assessment takes account of the advice and guidance from Scottish Government in *Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools (May 2021)*.

This risk assessment does not therefore include all mitigating factors but focusses on the risk to P7 pupils. Increased ventilation, cleaning routines, staff training, school visitor processes and other factors involved in the day-to-day running of Graeme High School are detailed in the wider school risk assessment.

Pupils will follow guidelines around mitigating factors in secondary schools as outline in *Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools (May 2021)*. This includes, the wearing of facing coverings at all times in the school building (unless exempt), regarding hand sanitising, access to LFD testing prior to and after their visit and classroom cleaning routines.

Hazards identified	Risk Rating (LxS=RR)	Considerations to mitigate the risk	Note of actions taken to mitigate the risk	Status	
1. Access to grounds and movement around the school building					
1.1	Parent/ Carers gather at entrances, exits, car parking or in the school grounds making physical distancing measures difficult and risk pupil groups mixing.	4x3=12 HIGH	Physical distancing & hygiene in schools - Section 16 – Drop off and collection arrangements - Section 17 – Car access to school grounds - Section 33 – Public Access - Section 42 – Signage and direction markers	Parents do not gather in GHS school grounds. Parents should not accompany their child to the grass pitches where pupils have to report to. Drop off by vehicle only.	☒ Complete ☐ Work in Progress ☐ Not applicable in setting
1.2	The start and end of the school day create risks of breaching P7 pupil bubbles	4x3=12 HIGH	Physical distancing & hygiene in schools - Section 16 – Drop off and collection arrangements - Section 35 – Home to school transport - Section 36 – On arrival - Section 37 – Late arrivals - Section 38 – At the end of the school day - Section 39 – Late pick ups - Section 43 - Cloakrooms	- All P7 pupils will be asked to report to the grass football pitches at the Laurieston end of the school campus. - Period 1 teachers will report to this area to collect their class after the second bell to avoid P7 pupils coming into contact with other pupils. - Advice will be issued around travel to Graeme High School on school buses or public transport.	☐ Complete ☒ Work in Progress ☐ Not applicable in setting
1.3	Movement around the school	3x3=9 MEDIUM	Physical distancing & hygiene in schools - Section 41 – Movement - Section 42 – Signage and direction markers	- Signage in place to direct pupils around the school building - SfLA guides will escort P7 pupils from class to class 5 minutes prior to the period changeover bell. - Induction for pupils to explain expectations by Mr Queenan	☒ Complete ☒ Work in Progress

					☐ Not applicable in setting
2. Break and Lunchtimes					
2.1	Use of shared spaces (eg hall, dining) risks different groups mixing.	3x3=9 Medium	Physical distancing & hygiene in schools • Section 23 – Physical distancing (secondary) • Section 26 – Minimising contact (groups) • Section 27 – Resources • Section 41 - Movement • Section 42 – Signage • Section 54 – Toilets • Section 56 - Cleaning • Section 52 – Intervals • Section 53 – “In school” lunchtime	• Staggered break and lunch arrangements – P7 pupils to access a separate area at break and lunch. • Class groupings per timetable • Designated arrival areas for groups – grass pitches for all P7, new S2/3 lunch hall and new S4-6 social space • Additional day ranger cleaning hours – high touch areas and level 2/3 response clean • Lunch hall tables cleaned between groups • P7 pupils to eat lunch in the lunch hall and then they will be escorted to the grass pitches. Pupils will be accommodated in classrooms if inclement weather.	☐ Complete ☒ Work in Progress ☐ Not applicable in setting
2.2	Queues for toilets and handwashing risk non-compliance with physical distance advice	3x3=9 MEDIUM	Physical distancing & hygiene in schools • Section 41 - Movement • Section 42 – Signage and direction markers • Section 52 – Interval • Section 53 – “In school” lunchtime • Section 54 – Allocating toilets	• Inductions. • Supervision rota. • Allocated toilets during transition days (adjacent to the school office). • Enhance cleaning regime in toilets from extra day ranger cleaner hours. • Face coverings will be worn.	☐ Complete ☒ Work in Progress ☐ Not applicable in setting
3. Classroom activities					
3.1	The use of specialist learning spaces (eg ICT and science labs)	3x3=9 Medium	Physical distancing & hygiene in schools • Section 23 – Physical distancing (secondary)	• Hygiene protocols at start and end of lessons. • Use of cleaning spray, hand washing/sanitiser. • Enhanced daily cleaning regime in line with FC and national guidance. • Specialist area risk assessments	☐ Complete ☒ Work in Progress

	risks the spread of infection between pupil groups.		• Section 26 – Minimising contact (groups) • Section 27 – Resources • Section 42 – Signage • Section 54 – Toilets • Section 56 - Cleaning		☐ Not applicable in setting
3.2	The use of spaces for support for learning and inclusion, withdrawal of pupils, detentions risk the spread of infections	3x3 = 9 Medium	Physical distancing & hygiene in schools ☐ Section 23 – Physical distancing (secondary) Section 26 – Minimising contact (groups) Section 27 – Resources Section 41 - Movement Section 42 – Signage	• Updated behaviour management protocols • Perspex dividers in support meeting areas • Induction and clear expectations conveyed to pupils • Masks and visors for staff if required	☐ Complete ☒ Work in Progress ☐ Not applicable in setting
3.3	The size and configuration of classrooms and teaching spaces does not allow teachers and support staff to comply with physical distancing measures or clean air.	4x3=12 HIGH	Physical distancing & hygiene in schools • Section 25 – Proportionality (secondary) • Section 42 – Signage and direction markers • Section 46 – Pupil Support • NEW – ventilation and air change	• 2m markers in classrooms for teacher wherever possible – if not, face covering or visor to be used by teacher/sfla • Good hygiene signage and practice promoted. • Use of face covering by staff and visors in addition if required. • Use of face coverings by staff and all pupils in all classes as well as public spaces. • All windows/vents and doors (except fire doors) to remain open to ensure flow of fresh air. • All staff to keep seating plans updated.	☐ Complete ☒ Work in Progress ☐ Not applicable in setting
4. Additional risks to pupils					
4.1	Pupils forget to wash their hands regularly and frequently	3x3=9 MEDIUM	Physical distancing & hygiene in schools • Section 5 – Hand hygiene • Section 36 – On arrival	• Regular reminders • Posters and signage • Sanitisers at entry/exit – maintained by FM	☐ Complete ☒ Work in Progress

			- Section 41 – Movement - Section 42 – Signage and direction markers	- Spray in each classroom/area provided by Asset Team - PE equipment sanitised by pool attendant after each use using QPlus spray	☐ Not applicable in setting
4.2	Pupils who are clinically vulnerable or those who are shielding are not identified and so measures have not been put in place to protect them.	2x3=6 MEDIUM	- Physical distancing & hygiene in schools - Section 15 – Pupils/ households with symptoms or pupils with underlying health conditions, shielding or BAME. - Section 17 – Pupils. - Section 22 – Attendance - Section 50 – Personal Care	- Follow latest advice on clinically vulnerable and shielding pupils. - Risk assessment for identified pupils by Primary Schools for pupils with underlying health conditions to be shared with Graeme High School. Additional risk mitigations considered. - Parental right to ask that their child does not attend the transition day.	☐ Complete ☒ Work in Progress ☐ Not applicable in setting
4.3	Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4x3=12 HIGH	- Physical distancing & hygiene in schools - Section 8 - Actions if a member of staff shows COVID-19 symptoms - Section 9 - Actions if a member of staff shows COVID-19 symptoms at work - Section 15 - Pupils/ households with symptoms or pupils with underlying health conditions, shielding or BAME	- Staff and pupils to follow advised protocols from 'Safe Working Practice' guidance and SG/NHS current advice. - Staff, pupil and parent information provided. - Flowcharts shared with staff. - Twice weekly lateral flow tests undertaken by all staff. - P7 pupils offered lateral flow tests for before and after their visit. - Clear protocols in place should this occur.	☐ Complete ☒ Work in Progress ☐ Not applicable in setting

Primary Transition Risk Assessment Completion Certification/Updates

Name of Establishment	Name of Head of Establishment	Date completed/ Reviewed
Graeme High School	Lesley A Carroll	24 May 2021