

School Risk Assessment For: Contextual Risk Assessment

RISK ASSESSMENT FOR:	All employees/Pupils	What is being risk assessed?	General access / Security / Safeguarding
Assessment by	Hannah Blunden	Date: 01.09.2025	Current Review date: 01.09.2025
Headteacher Approval	Kevin Reynolds	Date: 01.09.2025	Next Review date 01.09.2026

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Sufficient? Y/N/NA
Physical/Site Security				
<p>Visitors gaining access to pupils without staff knowledge</p> <p>Children leaving site</p>	<p>Pupils Staff Visitors</p>	<p>Abduction, assault, child protection issues</p>	<ul style="list-style-type: none"> • Supervision levels appropriate • Culture in which strangers are challenged • Fencing and walling around school is between 5-8m high. All boundaries well defined and in good condition (no hole/gaps). • Gates closed during school day with fob security access • Clear signage for visitors to main entrance • Clearly defined route once on site • Outside areas are enclosed ensuring visitors have restricted access within school • There are 5 entrance points to the school. <ul style="list-style-type: none"> - Only 1 point is accessible to visitors during the day. - A separate gate for pupil arrival and departure is used and restricted to specific times during the day with 2 members of staff on duty. - All other points are locked. • Areas of site identified as higher risk out of bounds to pupils and locked • All visitors report to reception and sign in/out using Inventory system. Visitors wear visible visitors' badge (red) and escorted when on site. • Restricted / controlled access to building eg door entry intercom, staffed reception, keypad/fob access etc 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes

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<p>Intruders gaining access outside school hours</p>		<p>Theft, arson, malicious damage</p>	<ul style="list-style-type: none"> • Exterior gates / doors kept locked when school not in use. Windows fitted with latches and catches where appropriate. • Members of the public prevented from entering unauthorised parts of the buildings during community or evening use. • Adequate external security lighting. • Inventory of both permanently and temporarily issued keys maintained. • CCTV fitted and recorded/ monitored. • All boundaries well defined. Fencing 5-8m high and in good condition. Gates locked when school not in use. • Intruder alarm fitted and maintained. System connected to a remote monitoring station (Secom). • Intruder alarm system operated using fob. Fobs distributed to 4 staff members. • Access to roofs restricted (2 main doors locked) • Waste bins secured as far from buildings as possible (locked bin store) 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes
<p>Unsuitable supervision arrangements for pupils.</p> <p>Features within school environment which create blind spots or places where trespassers or children can hide.</p>		<p>Injuries arising from uncontrolled activities or safeguarding situations.</p> <p>Blind spots create spaces where bullying/abuse can happen unseen</p>	<ul style="list-style-type: none"> • Staff training includes awareness of school safeguarding arrangements. • Staff monitor staircases during transitions from playground to class. • Staff to monitor staircases during soft starts • Teachers monitor use of toilets during lesson time and challenge pupils using them frequently (all visits recorded in toilet books) • Member of staff monitors use of outdoor children toilets during morning break time. • Lunchtime supervisor monitors use of outdoor children toilets during lunch time. • Teachers alert other staff member if a pupil is not in class. 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes
<p>Contractors on Site.</p>		<p>Abduction, assault, safeguarding issues</p>	<ul style="list-style-type: none"> • Agreed programme of work with school and Hackney Council • Letter of Assurance completed for all contractors on site. • I.D checks for all contractors on site 	<ul style="list-style-type: none"> • Yes • Yes • Yes

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		Fencing & Scaffolding	<ul style="list-style-type: none"> • Construction work undertaken in a separate secure & restricted area (secured by fencing) • Fencing to be secured to limit potential for Restricted access to construction areas for all pupils, staff and visitors. • Contractors to ensure scaffold does not impede access to building, entrances, and any vehicular or pedestrian movement. • Contractors to ensure that suitable protection is in place to prevent items and dust from falling to lower levels. • Low level stations are to be painted in colour white or yellow. • Access to scaffolding around school building will be restricted to all children, staff and visitors with access to authorised personnel only. • Temporary construction fencing to be made access secure (using zip ties/padlock et cetera) to prevent entry by unauthorised persons. • Contractor foreman and Site manager to check access regularly throughout the day 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes
		Fire Evacuation	<ul style="list-style-type: none"> • Arrangements for Fire Evacuation during External Fabric Works in place and communicated to children during assembly and staff. 	<ul style="list-style-type: none"> • Yes
		Vehicular access	<ul style="list-style-type: none"> • Contractors' vehicles not permitted into school site at start of school, during breaks, lunchtime and at end of school day. • School site manager and construction project manager monitor all vehicles coming onsite outside restricted hours. 	<ul style="list-style-type: none"> • Yes • Yes
		Contractor Access	<ul style="list-style-type: none"> • Contractors will use the school office gates and access to carpark gate will restricted and controlled by the school 	<ul style="list-style-type: none"> • Yes

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General Safeguarding				
Failure or Weakness in systems or procedures or deterioration of physical arrangements	Pupils Staff	Actual or potential harm to children or staff	<ul style="list-style-type: none"> • KCSIE: All staff and governors read and understand part 1 Keeping Children Safe in Education, and review this guidance at least annually. • Safeguarding procedures include: <ul style="list-style-type: none"> - child protection and safeguarding and prevent policy, - staff behaviour policy - staff code of conduct - Whistleblowing policy - Attendance Policy - Managing allegations against staff procedures - Single Central Record (SCR) updated continuously and checked by Headteacher, safeguarding governor termly - Clear role and responsibility of Designated Safeguarding Leads - DSL posters made displayed in every room across the school site - Attendance Policy - Home visits conducted on first day of absence following a risk assessment (where appropriate) - Safeguarding leaflet provided to all visitors - Referrals to Hackney MASH • Training: <ul style="list-style-type: none"> - Safeguarding and Prevent training for staff 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes

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			<ul style="list-style-type: none"> - Safer recruitment trained staff members - Safeguarding assemblies, weekly wellbeing sessions, PHSE curriculum - Gangs-line training for Year 5 & 6 - Online Safety – computing curriculum, assemblies, staff, pupils & parent training <ul style="list-style-type: none"> • DBS Certificates: All staff, including supply staff, regular visitors and volunteers are subject to Disclosure and Barring Service (DBS). • Identity Badges: all adults provided with a lanyard to be displayed at all times within school. Adults without a lanyard are challenged. 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes
Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Sufficient? Y/N/NA
Individual characteristics or behaviours				
<ul style="list-style-type: none"> • Learning disabilities • Recent bereavement or loss • Low self-esteem or self-confidence • Experience of being bullied themselves and/ or coercion into bullying others 	Pupils staff	<ul style="list-style-type: none"> • History of aggressive behavior • History of cruelty to animals • Socially and emotionally isolated • Recruiting others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour during childhood 	<ul style="list-style-type: none"> • Staff safeguarding training • Weekly safeguarding updates • Online safety training staff, children, parents • Anti-bullying policy • Anti-bullying week • Behaviour Lead in post • Circle time • Connect Ed 1-1 counselling • Connect Ed drop in • Zones of regulation in classes • Pastoral team support (DSL, SENDCO & Connect Ed) • Weekly DSL meeting (Headteacher & Assistant Headteachers) 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes

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<ul style="list-style-type: none"> • Has been bullied • Unsure about their sexual orientation or unable to disclose sexual orientation to their families or peers • Missing from home or from school • Absent or suspension from education or training 		<ul style="list-style-type: none"> • Cold, callous attitude towards offending & appears to lack of empathy • Evidence of bullying behaviours • Evidence of distributing sexually inappropriate images • Allegations have been made against them in respect of abusive behaviours, including when 'no further actioned' • Recent or rapid disengagement from education 	<ul style="list-style-type: none"> • REU referral/support • Well-being plans for vulnerable pupils • Referrals to Hackney MASH • Referrals to Hackney Early Help • Referral to Young Hackney • Referral to Hackney CAHMS 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes
Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Sufficient?
Familial / Home				
<ul style="list-style-type: none"> • Chaotic or dysfunctional household • Historic experiences of abuse or neglect 	Pupils Staff	<ul style="list-style-type: none"> • Current domestic abuse • Current experiencing of abuse and neglect • Family members, such as siblings, have recruited 	<ul style="list-style-type: none"> • Local Authority 'MASH Consultation Line' used for advice and guidance • Signed up to Metropolitan Police Operation Encompass initiative • Connect Education counselling service • Staff safeguarding training • Weekly safeguarding updates/scenarios 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes

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<ul style="list-style-type: none"> • Historic domestic abuse • Recent bereavement or loss within the family • Parental mental health or learning needs • Non-engagement associated to cultural dynamics (i.e. class, gendered norms etc.) • Extremism/ radicalization • a family arranging a long holiday or visit to family overseas during the summer holidays (i.e. FGM). • Unexpected, repeated or prolonged absence from school (i.e. FGM). 		<p>others into exploitative situations</p> <ul style="list-style-type: none"> • Concerns raised regarding sexualised or sexually harmful behaviour within family • Harmful/Oppressive attitudes towards young women, sexuality, relationships and consent within the family • Exposure of children to extremist ideology poses a real risk that they could support or partake in an act of violence • Extremism can hinder social development and educational attainment • Family members gang associated or involved in criminal behaviours • Family members justify Female genital mutilation (FGM) for religious, social and cultural reasons. 	<ul style="list-style-type: none"> • Onward referral to Young Hackney • Referral to Hackney MASH • Referrals to Early Help • Referral to Young Hackney • Referral to Hackney CAHMS • Attendance monitored daily including first day home visits (where appropriate) • Robust management review process for holiday/absences • Safeguarding and Prevent Policy • Safeguarding and Prevent training for staff 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes
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Peer				
<ul style="list-style-type: none"> • Experiences of abuse or neglect within the peer network • Members of peer network have been victimized in the community – including by gangs – or bullied within school • Members of the peer network have been missing from home or care • Members of the peer network have a shared recent bereavement – for example of a peer 	Pupils Staff	<ul style="list-style-type: none"> • History of aggressive or offending behaviour within the peer network • Disclosures made by others about the peer network have been withdrawn • Peer group has recruited others into exploitative situations • Concerns raised regarding sexualised or sexually harmful behaviour within the peer group • Harmful/Oppressive attitudes towards young women, relationships and consent shared within the peer group • Obsession/ pre-occupation with pornography within the peer group • Evidence of sexual bullying and/or distributing sexually 	<ul style="list-style-type: none"> • Connect Education counselling drop in and 1.1 therapy • Staff safeguarding training • Weekly safeguarding updates • Referrals to Hackney MASH • Referrals to Early Help • Referral to Young Hackney • Referral to Hackney CAHMS • Access to breakfast club • Access to after school clubs 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes • Yes

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		<p>inappropriate images within the peer group</p> <ul style="list-style-type: none"> Peer group have been involved in anti-social or offending behaviours Members of the peer group have been missing together 		
Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Sufficient? Y/N/NA
Remote Learning				
<ul style="list-style-type: none"> sexual grooming and sexual exploitation creation and distribution of child abuse images online aspects of child trafficking online radicalization physical and mental abuse of children selling and distributing illegal drugs 	Pupils Staff	<p>Conduct risk: includes bullying, sexting, harassing, being aggressive or stalking; or promoting harmful behaviour such as self-harm, suicide, pro-anorexia, bulimia, illegal drug use or imitating dangerous behaviour.</p> <p>Contact risk: includes being bullied, harassed or stalked; meeting strangers; threats to privacy, identity and reputation (for example, through embarrassing photos shared without permission, a home location being identified, someone impersonating a user, users sharing information with</p>	<p>Expectations of behaviour and conduct shared with children:</p> <ul style="list-style-type: none"> how to stay safe online and in this platform (safeguarding features) How to behave with each other (online etiquette) What to do in the event of a problem or any inappropriate behaviour Consequences of inappropriate behaviour. <p>Online activity and student conduct to be monitored.</p> <ul style="list-style-type: none"> Unannounced, drop-in, monitoring of online activity by SLT to ensure that teaching is in line with the code of conduct. Chat from the session is moderated by the teacher during the lesson. Breakout room monitored. Reporting procedures in place, known to all staff, students and parents. Teachers must put students 'on hold' or back to waiting room if they have to leave the meeting for any reason, and must end the meeting when the class finishes. <p>Security features include:</p> <ul style="list-style-type: none"> Different levels of security according to version of application used. 	<ul style="list-style-type: none"> Yes Yes Yes Yes Yes Yes Yes Yes

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<ul style="list-style-type: none"> revenge pornography, harassment and malicious communications. 		<p>strangers); and violence, threats and abuse directly aimed at individual users and/or groups of users.</p> <p>Content risk: exposure to age-inappropriate material such as pornography, extreme violence, or content involving hate speech and radicalisation</p>	<ul style="list-style-type: none"> The need to ensure updates are applied to enable latest safeguards. Settings managed by appropriately trained person. Meeting link (unique for each lesson) Virtual Classroom – teacher aware of expectations - Student and Parent aware of expectations Teachers trained in online teaching and safety for children, including platform features which can be used for safeguarding, and how to report concerns 	<ul style="list-style-type: none"> Yes Yes Yes Yes Yes
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