



RISK ASSESSMENT

Contextual Safeguarding Risk Assessment

Princess May Primary School's approach to contextual safeguarding risk — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Risk assessment completed by	Hannah Blunden (Assistant Headteacher, SENCo, DSL)
Headteacher approval	Kevin Reynolds
Next review due by	September 2027
Related policies	Safeguarding and Child Protection Policy; Prevent Duty Policy; Behaviour Policy; Mobile Phone Policy; First Aid Policy; Allergy Policy
Aligned to	Keeping Children Safe in Education 2026 (in force from 1 September 2026); Working Together to Safeguard Children (2026); the Crime and Policing Act 2026; the Prevent Duty; and Hackney's multi-agency safeguarding procedures

1. Introduction

This risk assessment sets out the contextual safeguarding risks that pupils and staff may be exposed to on our school site and in the wider community, and the control measures we have in place to manage them. It should be read alongside our Safeguarding and Child Protection Policy and our Prevent Duty Policy, which set out our procedures in more detail.

For each hazard, we identify who is at risk, how the hazard could cause harm, the control measures currently in place, and whether we consider those measures sufficient. This assessment is reviewed annually, or sooner if a significant incident or change in guidance requires it.

2. Physical site security

This section covers pupils, staff and visitors on the school site.

Hazard / risk	How the hazard can cause harm	Control measures	Sufficient?
Visitors gaining access to pupils without staff knowledge; pupils leaving the site unsupervised.	Abduction, assault, or a child protection concern.	• supervision levels are kept appropriate to the activity and age group; • a culture in which strangers on site are challenged; • fencing and walling around the school is between 5 and 8 metres high, well defined and in good condition, with no holes or gaps; • gates are closed during the school day, with fob security access; • clear signage directs visitors to the main entrance, with a clearly defined route once on site; • outside areas are enclosed, restricting visitor access within the school; • of the school's 5 entrance points, only 1 is accessible to visitors during the day; a separate gate is used for pupil arrival and departure, restricted to specific times with 2 members of staff on duty; all other points are locked; • areas of the site identified as higher risk are out of bounds to pupils and kept locked; and • all visitors report to reception, sign in and out using the InVentry system, wear a visible red visitor's badge, and are escorted while on site.	Yes
Intruders gaining access	Theft, arson or malicious	• exterior gates and doors are kept locked when the school is not	Yes

outside school hours; unsuitable supervision arrangements; features of the school environment that create blind spots or hiding places.

damage; injuries from uncontrolled activity; bullying or abuse taking place unseen in a blind spot.

- in use; windows are fitted with latches and catches where appropriate;
- members of the public are prevented from entering unauthorised parts of the building during community or evening use;
- adequate external security lighting is in place;
- an inventory of permanently and temporarily issued keys is maintained;
- CCTV is fitted, recorded and monitored;
- an intruder alarm is fitted and maintained, connected to a remote monitoring station (Secom), and operated by fob, with fobs distributed to 4 staff members;
- access to roofs is restricted, with 2 main doors locked; waste bins are secured in a locked bin store, as far from buildings as possible;
- staff training includes awareness of our safeguarding arrangements;
- staff monitor staircases during transitions between the playground and class, and during the soft start;
- teachers monitor use of toilets during lesson time and challenge pupils using them frequently, with visits recorded in toilet books;
- a member of staff monitors use of the outdoor children's toilets during morning break, and a lunchtime supervisor does so during lunchtime; and
- teachers alert another member of staff if a pupil is not in class.

Contractors on site.	Unauthorised access, or a safeguarding concern involving an unchecked adult on site.	- an agreed programme of work is in place with Hackney Council; - a Letter of Assurance is completed for all contractors on site; and - ID checks are carried out for all contractors on site.	Yes
Fencing and scaffolding during construction work.	Injury, or unauthorised access to a construction area.	- construction work is undertaken in a separate, secure and restricted area, secured by fencing; - contractors ensure scaffold does not impede access to the building, entrances, or vehicular and pedestrian movement, and that suitable protection prevents items or dust falling to lower levels;	Yes

		• low-level stations are painted white or yellow; • access to scaffolding is restricted to authorised personnel only; • temporary construction fencing is made secure, using zip ties or padlocks, to prevent entry by unauthorised persons; and • the contractor's foreman and the site manager check access regularly throughout the day.	
Fire evacuation and vehicular access during external building works.	Delayed evacuation, or a vehicle-related injury on site.	• arrangements for fire evacuation during external fabric works are in place and communicated to children in assembly and to staff; • contractors' vehicles are not permitted on site at the start of the day, during breaks and lunchtime, or at the end of the school day; • the site manager and construction project manager monitor all vehicles coming on site outside restricted hours; and • contractors use the school office gates, with access to the car park gate restricted and controlled by the school.	Yes

3. General safeguarding

This section covers pupils and staff.

Hazard / risk	How the hazard can cause harm	Control measures	Sufficient?
Failure or weakness in safeguarding systems or procedures, or deterioration of physical safeguarding arrangements.	Actual or potential harm to a child or member of staff.	• all staff and governors read and understand Keeping Children Safe in Education 2026, Part One, which all staff are now expected to read in full following the removal of the shorter Annex A summary in the 2026 edition, and this is reviewed at least annually; • safeguarding procedures include our Safeguarding and Child Protection Policy, Prevent Duty Policy, Staff Behaviour Policy, Staff Code of Conduct, Whistleblowing Policy and Attendance Policy, and our Managing Allegations Against Staff procedures; • staff understand the new mandatory duty, introduced by the Crime and Policing Act 2026, to report known or suspected child sexual abuse to the police and children's social care; in our	Yes

		school, staff fulfil this by reporting to the DSL; • the Single Central Record (SCR) is updated continuously, and checked by the Headteacher and the safeguarding governor termly; • the roles and responsibilities of our Designated Safeguarding Leads are clear, and DSL posters are displayed in every room across the school site; • home visits are conducted on the first day of an unexplained absence, following a risk assessment where appropriate; • a safeguarding leaflet is provided to all visitors, and referrals are made to Hackney's Multi-Agency Safeguarding Hub (MASH) where needed; • staff receive safeguarding and Prevent training, including on misogyny and its link to harmful sexual behaviour, and on updated child-on-child abuse guidance, reflecting the greater emphasis KCSIE 2026 places on these areas; • staff are trained to recognise indicators of a mental health crisis, including suicidal ideation, and know to call 999 or take a child to A&E in an emergency, or 111 where it is not, in line with KCSIE 2026; • staff are safer-recruitment trained; • safeguarding assemblies, weekly wellbeing sessions and the PSHE curriculum reinforce safeguarding messages, with gangs-line training for Years 5 and 6; • online safety is covered through the computing curriculum, assemblies, and staff, pupil and parent training, including awareness of how generative AI changes online risk, in line with KCSIE 2026 and the DfE's guidance on generative artificial intelligence in education; • our filtering and monitoring systems are reviewed for effectiveness at least once every academic year, in line with KCSIE 2026; • all staff, including supply staff, regular visitors and volunteers, are subject to a Disclosure and Barring Service (DBS) check; and • all adults on site are provided with a lanyard to be displayed at	
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all times, and are challenged if not wearing one.

4. Individual characteristics or behaviours

This section covers pupils and staff, and considers vulnerabilities and warning signs relating to an individual child.

Hazard / risk	How the hazard can cause harm	Control measures	Sufficient?
• learning disabilities; • recent bereavement or loss; • low self-esteem or self-confidence; • experience of being bullied, and/or coercion into bullying others; • being unsure about, or unable to disclose, their sexual orientation to family or peers; • being missing from home or from school; and • absence or suspension from education or training, including unexplainable and/or persistent absence.	• a history of aggressive behaviour or cruelty to animals; • being socially and emotionally isolated; • recruiting others into exploitative situations; • concerns raised regarding sexualised or sexually harmful behaviour; • a cold or callous attitude, or apparent lack of empathy; • evidence of bullying behaviour, or of distributing sexually inappropriate images; and • an allegation of abusive behaviour having been made against them, including where it was 'no further actioned'.	• staff safeguarding training, and weekly safeguarding updates; • online safety training for staff, children and parents; • our Anti-Bullying Policy, and an annual Anti-Bullying Week; • a Behaviour Lead in post; • circle time, and Zones of Regulation used in classes; • Connect Education 1:1 counselling and drop-in sessions; • pastoral team support from the DSL, SENDCo and Connect Education, with a weekly DSL meeting involving the Headteacher and Assistant Headteachers; • referral and Engagement Unit (REU) referral and support, and wellbeing plans for vulnerable pupils; • referrals to Hackney MASH, Hackney Early Help, Young Hackney and Hackney CAMHS as appropriate; and • recognition that, under the Crime and Policing Act 2026, child criminal exploitation is now a specific criminal offence, reinforcing that a child exploited into offending is treated as a victim, and informing how we respond to a pupil showing signs of criminal exploitation.	Yes

5. Familial and home risk factors

This section covers pupils and staff.

Hazard / risk	How the hazard can cause harm	Control measures	Sufficient?
- a chaotic or dysfunctional household; - historic experience of abuse or neglect; - recent bereavement or loss within the family; - parental mental health or learning needs; - non-engagement associated with cultural dynamics, such as class or gendered norms; - extremism or radicalisation within the family; - a family arranging a long holiday or visit to family overseas during the summer holidays, which can be a risk indicator for FGM; and - unexpected, repeated or prolonged absence from school, which can also be a risk indicator for FGM.	- current or historic domestic abuse, including what a child sees, hears, or otherwise experiences the effects of; - family members recruiting others, including children, into exploitative situations; - a property associated with the family being taken over by others for criminal activity, known as cuckooing, which became a specific criminal offence under the Crime and Policing Act 2026; - concerns raised regarding sexualised or sexually harmful behaviour within the family; - harmful or oppressive attitudes towards young women, sexuality, relationships and consent within the family; - exposure to extremist ideology, which risks a child supporting or	- the Local Authority's MASH Consultation Line is used for advice and guidance; - we are signed up to the Metropolitan Police's Operation Encompass initiative; - Connect Education counselling service is available; - staff safeguarding training, and weekly safeguarding updates and scenarios; - onward referral to Young Hackney, Hackney MASH, Early Help and Hackney CAMHS as appropriate; - attendance is monitored daily, including first-day home visits where appropriate, with a robust management review process for holiday requests and absences; and - our Safeguarding and Prevent Policy, and Safeguarding and Prevent training for staff.	Yes

	taking part in an act of violence, and can hinder social development and educational attainment; • family members being gang-associated, or involved in criminal behaviour; and • family members justifying female genital mutilation (FGM) for religious, social or cultural reasons.		
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6. Peer risk factors

This section covers pupils and staff.

Hazard / risk	How the hazard can cause harm	Control measures	Sufficient?
• experience of abuse or neglect within the peer network; • members of the peer network having been victimised in the community, including by gangs, or bullied in school; • members of the peer network having been missing from home or care; and • a shared recent bereavement within the peer network.	• a history of aggressive or offending behaviour within the peer network; • disclosures made by others about the peer network having been withdrawn; • the peer group recruiting others into exploitative situations, which, under the Crime and Policing Act 2026, may now amount to the specific offence of child criminal exploitation; • concerns raised	• Connect Education counselling drop-in and 1:1 therapy; • staff safeguarding training, and weekly safeguarding updates; • referrals to Hackney MASH, Early Help, Young Hackney and Hackney CAMHS as appropriate; and • access to breakfast club and after-school clubs.	Yes

	regarding sexualised or sexually harmful behaviour, or harmful attitudes towards young women, relationships and consent, within the peer group; • an obsession or pre-occupation with pornography within the peer group; • evidence of sexual bullying, or distributing sexually inappropriate images, within the peer group; and • the peer group having been involved in anti-social or offending behaviour, or having been missing together.		
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7. Remote learning and online safety

This section covers pupils and staff.

Hazard / risk	How the hazard can cause harm	Control measures	Sufficient?
• sexual grooming and sexual exploitation; • the creation and distribution of child abuse images, including AI-generated or AI-altered images; • the online aspects of	• conduct risk, including bullying, sexting, harassment, aggression or stalking, or promoting harmful behaviour such as self-harm, suicide, disordered eating, illegal drug use, or imitating dangerous behaviour;	• expectations of behaviour and conduct are shared with children, covering how to stay safe online, how to behave towards each other, what to do if there is a problem, and the consequences of inappropriate behaviour; • online activity and student conduct are monitored, including unannounced, drop-in monitoring by SLT to ensure teaching follows the code of conduct; • chat during a live session is moderated by the teacher, and breakout rooms are monitored;	Yes

child trafficking; • online radicalisation; • the selling and distribution of illegal drugs; and • revenge pornography, harassment and malicious communications.	• contact risk, including being bullied, harassed or stalked, meeting strangers, or threats to privacy, identity and reputation, for example through embarrassing photos shared without permission, a home location being identified, or impersonation; and • content risk, including exposure to age-inappropriate material such as pornography, extreme violence, or content involving hate speech and radicalisation; KCSIE 2026 highlights that these online risk categories now need to reflect the increasing presence of AI.	• reporting procedures are in place and known to all staff, pupils and parents; • teachers place a pupil on hold, or back in the waiting room, if they must leave a meeting, and end the meeting when the class finishes; • security features are matched to the version of the application used, and updates are applied promptly to keep safeguards current, with settings managed by an appropriately trained person; • each lesson uses a unique meeting link, with both the virtual classroom teacher and pupils and parents aware of expectations; • teachers are trained in online teaching and safety, including the safeguarding features of the platforms used and how to report a concern; and • our filtering and monitoring systems are reviewed for effectiveness at least once every academic year, in line with KCSIE 2026, and staff have regard to the DfE's guidance on generative artificial intelligence in education.	
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8. Links to other policies

- Safeguarding and Child Protection Policy;
- Prevent Duty Policy;
- Behaviour Policy;
- Mobile Phone Policy;
- First Aid Policy; and
- Allergy Policy.