

SCHOOL RISK ASSESSMENT FOR: CONTEXTUAL RISK ASSESSMENT



RISK ASSESSMENT FOR: All employees/Pupils			What are you risk assessing? General access / Security / Safeguarding
Assessment by	Sipho Mabaso/Jennette McCree-Boyle	Date: 02/03/2021	Review date: March 2022
Headteacher Approval	Kevin Reynolds	Date: 02/03/2021	

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				
Visitors gaining access to pupils without staff knowledge Children leaving site	Pupils staff	Abduction, assault, child protection issues	<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. E.g. 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 • 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. • Good relationship with community. • Adequate external security lighting. • Inventory of both permanently and temporarily issued keys maintained. • CCTV fitted and <i>recorded/ monitored</i>. • 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 • 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. • Teachers monitor use of toilets during lesson time and challenge pupils using them frequently • Lunchtime supervisor monitors use of outdoor children toilets during break and lunch time. • Teachers alert other staff member if pupil is not in class. 	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes • 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"> • KCSI: 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, ○ Safeguarding leaflet provided to all visitors, ○ Staff Mental Health Champion. • Training: <ul style="list-style-type: none"> ○ Safeguarding and Prevent training for staff ○ Safer recruitment trained staff members ○ Safeguarding assemblies, weekly wellbeing sessions, PHSE curriculum ○ Gangs-line training for Year 5 & 6 • DBS Certificates: All staff, including supply staff, regular visitors and volunteers are subject to Disclosure and Barring Service (DBS). 	<ul style="list-style-type: none"> • Yes • 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"> 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
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 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 exclusion from education or training 	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 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"> Staff Safeguarding training Weekly Safeguarding updates Online Safety training Staff, children, parents Anti-Bullying policy Anti-bullying week Circle time Place 2Be 1-1 counselling Place 2Talk drop in Zones of regulation in classes Pastoral team support Weekly DSL meeting (Headteacher, Deputy & Pastoral Lead) REU referral/support Mental health Champion training Pastoral Manager Mental Health First Aider PSP for vulnerable pupils 	<ul style="list-style-type: none"> Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes

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Familial / Home				
<ul style="list-style-type: none"> • Chaotic or dysfunctional household • Historic experiences of abuse or neglect • 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>Pupils staff</p>	<ul style="list-style-type: none"> • Current domestic abuse • Current experiencing of abuse and neglect • Family members, such as siblings, have recruited others into exploitative situations • 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"> • Local Authority 'Fast Consultation Line' used for advice and guidance • Signed up to Metropolitan Police Operation Encompass initiative • Place 2Talk • Place 2Be 1-1 • Staff Safeguarding training • Weekly Safeguarding updates • Mental health Champion training • Pastoral Manager Mental Health First Aider • Onward referral to Young Hackney • Referral to FAST • Attendance monitored daily including first day home visits. • 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 • 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 	<p>Pupils staff</p>	<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 inappropriate images within the peer group Peer group have been involved in anti-social or offending behaviours Members of the peer group have been missing together 	<ul style="list-style-type: none"> Place 2Talk Place 2Be 1-1 Staff Safeguarding training Weekly Safeguarding updates Mental health Champion training Pastoral Manager Mental Health First Aider Referrals to FAST Referral to Young Hackney Access to After School clubs 	<ul style="list-style-type: none"> Yes Yes Yes Yes Yes Yes Yes Yes

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		<ul style="list-style-type: none"> Members of the peer group have witnessed abusive behaviours and not challenged them 		
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 revenge pornography, harassment and malicious communications. 	Pupils staff	<ul style="list-style-type: none"> 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. 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 strangers); and violence, threats and abuse directly aimed at individual users and/or groups of users. Content risk: exposure to age-inappropriate material such as pornography, extreme violence, or content involving hate speech and radicalisation. 	<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. 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

Assessment review date: March 2022