

## **Park School and Nursery Safeguarding Risk Assessment**

Please read in conjunction with the Park School Safeguarding Policy.

The aim of this document is to assess safeguarding risks and record the steps put into place by the Senior Leadership Team (guided by the DSL and Safeguarding Governor) to mitigate these risks. The culture and environment of a school has a significant effect on the severity of safeguarding risks to children and will be evaluated in this risk assessment. Every school is unique. A bespoke approach to safeguarding is essential in maximising the effectiveness of the Safeguarding Policy and ensuring its implementation in all areas of the school.

Safeguarding and promoting the welfare of our pupils is of paramount importance to all the adults who work in our school. This can be defined as follows; protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The welfare of our children is paramount, regardless of age, gender, race, culture or disability.

Park: key issues are PEOPLE,

Evidence underpinning the SP, effective implementation, bespoke safeguarding approach,

Maintaining a safe environment:

- Staff code of conduct
- All employees maintaining the highest standards of behaviour
- An open culture
- Protocol which informs statutory agencies promptly
- Policies and procedures that are effective (not just voluminous)
- Effective governance and implementation of policies
- Safer recruitment practices especially with regard to references
- Site where potentially dangerous locations or practices are made safer
- Management and structure where no kings on own kingdoms can develop
- Governance with pupil welfare as its priority

- Pastoral regime which identifies and monitors vulnerability of staff and pupils

RISK	WHO IS AT RISK AND HOW	CONTROL	FURTHER ACTION/ MONITORING
<b>Recruitment of staff (internal)</b>	All children – exposed to an unsuitable person School – danger to children and reputational risk if an unsuitable person gets through the process and is allowed access to children	Rigorous recruitment checks in line with KCSiE and EYFS Recruitment adverts – safeguarding statement and application form process No staff are allowed unsupervised with children until all these checks have been completed Entries on the SCR are monitored at every stage of the process by the SLT to ensure the <u>Recruitment Policy</u> is implemented	SCR kept up to date and checked by DSL or SG termly
<b>Recruitment of staff (external)</b>	All children – exposed to an unsuitable person <b>1:1 lessons</b> School – reputational risk	<b>Peripatetic staff undergo the same checks, induction and training as permanent staff.</b> Visitors are vetted before entry, signed in and out and accompanied at all times (see <u>Security and Visitors Policy</u> ). Volunteers go through checks and are accompanied at all times.	Ensure all checks are done in time and appropriate supervision arrangements are in place. Rooms where 1:1 lessons are taking place
<b>School visits inc residential</b>		Each trip risk assessed individually with safeguarding as a top priority. Staff work with fixed ratios and follow procedures to ensure children are carefully supervised. Residential: children are not in the care of external supervisors but known and approved members of staff. Research, health and safety and staffing checks are	Trips are revisited and discussed in weekly meetings.

		carried out as part of the trip planning and approval process (see <a href="#">Visits Policy</a> ).	
<b>Children's wellbeing and positive mental health</b>	All children especially those with contextual issues	PSHEE curriculum and Time to Thrive, Use of the Wellbeing Manager (including safeguarding), Monitoring Children Log to monitor circumstances and ensure a joined-up approach where patterns are identified and children are supported with pastoral arrangements and Early Help. Escalated as appropriate.	Measuring impact of curriculum. School atmosphere and culture. Safeguarding and pastoral meetings. Intro of pastoral lead
<b>Poor practice and ineffective pastoral regime, lack of training, staff missing things or not reporting</b>	All children especially those with contextual issues	Training is regular and monitored for effectiveness by the DSL. Chain of referral is clear and made available for staff and parents in case of a concern. An open culture of referral and discussion is encouraged – 'it could happen here'. Knowing our children well and following up any changes in behaviour or other warning signs.	Staff made aware of whistleblowing policy, ability to refer to LADO or MASH themselves. No member of staff is above this system. Maintaining appropriate levels of confidentiality – not promising not to share a disclosure.
<b>Referrals and monitoring</b>	Children who are in need or at risk of harm	System in place to follow up referrals made to the LA in case of inaction. DSL and Deputies talk often to the MASH team and keep comprehensive notes of conversations. <b>From this, follow up dates are added to the diary.</b>	Staff made aware they can escalate if they feel a child is not being adequately protected or something has been missed.
<b>Losing the child's voice</b>	Children in the system – emphasis placed on need of the	Listening carefully to the child and giving them the opportunity to express their needs and wishes.	Ensuring all systems are child-oriented and have their needs at heart.

	school or parents (ie parents not allowing an investigation)		
<b>Proper information sharing including forwarding safeguarding info to new schools/settings</b>	Children who are in need or at risk of harm Children moving schools/setting	Ensuring staff follow the guideline set out in Appendix 2 of the Safeguarding Policy and sharing information as appropriate.	Staff use the logs to monitor children and share information with DSL Team and other staff as needed.
<b>Children Missing in Education</b>	Children who are in need or at risk of harm	Absence – registers are checked regularly for patterns of absence. Communication with parents is ongoing and DSL in contact with MASH if any concerns are raised. Moving school - Parents are required to notify the School of where the child is moving to and this information is passed on to the LA	Communication between staff, DSL/Head and parents
<b>Effective governance</b>	All children	Safeguarding reports to the Safeguarding governor – meetings with DSL team, checks and monitoring and periodical interviews with staff and pupils	
<b>Staff leading children in disclosure</b>	All children	Danger of an adult asking leading questions and not getting the full story in case of a disclosure. Staff are trained in TED and the impact of a leading conversation on an investigation is discussed in training	Supporting parents to talk to children in this way. Support of DSL.
<b>Record-keeping and retention</b>	All children	Ensure DfE guidelines are followed as laid out in Appendix 2 of the Safeguarding Policy.	Records stored to access in future is simple. Following guidance during IICSA,

			records are currently being kept until further notice.
<b>EYFS – specific dangers to young children</b>	EYFS children (Nursery and Reception)	Staff in EY are trained specifically for safeguarding in this age group as behaviours are often more difficult to spot and disclosure is more challenging due to their developmental stage. There are currently no non-mobile children at School (ages are from 2+). Staff are not left alone with a child or groups of children and also learn about safeguarding themselves.	Special policies are in place for <u>Nappy-changing</u> and <u>Intimate Care</u> . ILD is used to notify parents of what care has been given throughout the day.

An assessment of the types of abuse children at Park are potentially exposed to and our actions to identify and mitigate them. The continued actions and monitoring of children's behaviour and their contextual circumstances covers all types of abuse and the SMT and staff work on the assumption that 'it could happen here'. The assessment of 'likelihood' is relative and takes into account our family demographic, past instances of safeguarding concerns and current local issues as identified by the School and updated by the Pan-Dorset Safeguarding Children Partnership.

<b>Type of Abuse</b>	<b>Who is at risk and how</b>	<b>Likelihood – High/Moderate/Low</b>	<b>Specific Actions and Monitoring</b>
<b>Peer-on-peer</b>	All children	Moderate – primary/EYFS level, supervision and ratios of staff to pupils is high	Classroom dynamics and reports from children
<b>Neglect/affluent neglect</b>	All children	Moderate/high – MC families, often working parents	Specific attention seeking behaviours, children not clean or with dirty clothes, parents unwilling to engage or disguised compliance.

<b>Images on school equipment</b>	All children	Moderate – cameras are used on school premises to support the curriculum but within strict guidelines and all staff must agree to the <u>ICT Acceptable Use Policy</u> . Images are frequently used in EYFS for the ILD.	Personal cameras are never allowed in School and the use of them constitutes gross misconduct and invokes disciplinary procedures.
<b>Online threats including cyberbullying and grooming</b>	All children, more focus on Junior School	Moderate/high – this threat is more pertinent outside school as ICT use is strictly limited in lessons. Children are taught to be aware of these issues as part of ICT and PSHEE teaching.	Staff talk to children about appropriate access to internet and apps in and out of school and raise any concerns.
<b>Looked after children</b>	LAC	Moderate/low DSL team undergo training for these children's specific needs and ensure communication and arrangements are shared with appropriate staff members.	Any training or extra support considered on a case by case basis.
<b>Radicalisation</b>	All children	Moderate/low – All teaching and admin staff carry out Prevent training and are regularly updated by the LA via the DSL.	Any training or extra support considered on a case by case basis. Staff training includes obligation to report and contact details.
<b>(HBV including) FGM</b>	(FGM) Girls from countries where practice is prevalent (Horn of Africa, Middle East and Asia – see <u>Safeguarding</u>	Moderate/low – primary age level and School demographic reduces the likelihood of this threat. Training and updates are regularly carried out.	Any training or extra support considered on a case by case basis where children at risk are identified. Staff training includes obligation to report and contact details.

	<u>Policy</u> links for full details)		
<b>SEND children</b>	Children with additional needs	Moderate/low – School demographic reduces the likelihood of this threat.	Any training or extra support considered on a case by case basis where children at risk are identified.
<b>CSA by staff</b>	All children especially those with vulnerabilities or contextual issues	Low – vetting, supervision, regular training and safeguarding arrangements reduce the likelihood of this threat. School premises are set up to be open and monitored and year group teams work in close partnership to monitor and support each other.	The School constantly monitors arrangements to minimise the risk of CSA including assessment of premises and suitability of staff.
<b>Situational offences</b>	All children	Low – arrangement of premises means other people are staff are in close contact and wraparound/1:1 arrangements are closely supervised and assessed.	The School constantly monitors arrangements to minimise the risk of situational offences including assessment of premises and wellbeing of staff.
<b>CSA and abuse occurring outside school</b>	All children	Moderate – this must be assessed on a case by case basis and children in need or at risk are referred as quickly as possible. The <u>Safeguarding Policy</u> lays out clear guidelines for what to do if staff think a child is in danger when they leave the school. Use of the Wellbeing Manager helps to identify patterns and raise concerns.	Partly out of the School's sphere of influence but staff monitor children's behaviour and look for warning signs and potentially dangerous situations at home or in other settings/provision/clubs etc.

<b>Children with family members in the prison system</b>	Children in these specific circumstances.	Low – no reported cases in School at the moment but this would be dealt with case by case. Monitoring of child's behaviour (becoming isolated) and implementation of pastoral support and Early Help arrangements.	Extra support through local and national charities and the LA.
<b>CSE</b>	More likely to be children in vulnerable situations i.e. family substance abuse issues or LAC	Low – fewer of these children identified in School at the moment. Staff have been trained in recognising the signs including behaviour and 'gifts' etc.	Updates from LA and Police on frequency of CSE in the local area and danger signs. Important to be vigilant over children who may be at risk of CSE, staff using logs to follow patterns.
<b>CCE</b>	More likely to be children in vulnerable situations i.e. family substance abuse issues or LAC	Moderate – CCE is a problem in Dorset and DSL is continually updated by LA and Police on procedures and danger signs.	Important to be vigilant over children who may be at risk of CCE, staff using logs.
<b>Domestic abuse</b>	All children	Moderate – children's behaviour monitored and logged, communication with parents very important.	Relationships of teachers/staff with families is key. School aims to offer a network of support and openness.
<b>Homelessness</b>	All children	Low – demographic reduces this risk but staff are trained that family circumstances can change very rapidly and unexpectedly.	Extra support through local and national charities and the LA.



<b>Children affected by substance misuse</b>	Children in these specific circumstances.	Low – no reported cases in School at the moment but this would be dealt with case by case. Monitoring of child's and parents' behaviour. Implementation of pastoral support and Early Help arrangements.	Extra support through local and national charities, the LA and NHS Dorset CCG.
<b>Private fostering</b>	Children in these specific circumstances.	Moderate/low - On admission, the School requires details from adults who hold parental responsibility which flags up any PF situations. No reported cases in School at the moment but this would be dealt with case by case.	Very important to understand the arrangements and relationships involved in these cases and transmit these effectively to staff as appropriate.