



**GLENMERE COMMUNITY
PRIMARY SCHOOL**



At Glenmere we are GREAT! Because
we:
Grow, Respect, Enjoy, Achieve
Together

Glenmere Primary school

Risk Assessment Policy

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Statement of intent

At Glenmere Primary school, we are committed to providing a safe and healthy working environment that inspires and supports academic achievement. This policy sets out the procedures the school will follow in order to identify and manage the health and safety of staff members, pupils and visitors who may be affected by the school's activities.

The purpose of a risk assessment is to enable the school to determine what measures should be taken to comply with the duties under the relevant statutory provisions.

This policy will be adhered to by all staff members and the governing board at all times.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- DfE (2014) 'Health and safety: advice on legal duties and powers'
- DfE (2018) 'Keeping children safe in education'
- Counter-Terrorism and Security Act 2015

2. Definitions

For the purpose of this policy:

- 2.1. **“Risk assessment”** is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.
- 2.2. **“Hazard”** is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.
- 2.3. **“Risk”** is defined as the chance, low to high, that someone could be harmed by it and other hazards, together with an indication of how serious the harm could be.
- 2.4. **“Dynamic risk assessment”** is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.
- 2.5. **“Generic risk assessment”** is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.
- 2.6. **“Suitable and sufficient risk”** is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures and identifies further measures as necessary.

3. Roles and responsibilities

3.1. The governing body is responsible for:

- The overall responsibility of risk management at the school.
- Overseeing the management of risk and health and safety.

- Delegating strategic decisions for operational management of risk and health and safety to the headteacher.

3.2. The headteacher is responsible for:

- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- Ensuring that any individual tasked to carry out a risk assessment is suitably trained to do so.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Implementing frameworks for decision-making and corporate strategies which consider risk assessment principles.
- Implementing appropriate mechanisms to communicate safe systems of work identified as part of the risk assessment process.
- Communicating elements of risk and health and safety management to the Health and Safety committee of the governing board.

3.3. Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.
- Undertaking their work in accordance with training and instructions.
- Cooperating with the school on health and safety matters.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defects to the headteacher/premises officer in order to create new, or update, risk assessments.
- Participating in risk management training delivered by the school.

4. Health and safety

- 4.1. In accordance with the school's Health and Safety Policy and requirements under The Management of Health and Safety at Work Regulations 1999, the school will assess the risks to the health and safety of staff, pupils and others affected by the school's activities.
- 4.2. The school will ensure that a common-sense and proportionate approach is applied to risk assessment management – the school understands that a separate written risk assessment is not required for every activity.
- 4.3. The headteacher and premises officer are responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.
- 4.4. Annual risk assessments will be conducted for all areas of the school.

- 4.5. In accordance with 4.4 and 4.5, the headteacher will ensure that any individual assigned to carrying out a risk assessment understands the risks and is familiar with the activity that is planned.
- 4.6. The headteacher will ensure risk assessments are completed by staff leading day trips or residential stays.
- 4.7. For activities that are higher risk, if these are annual or infrequent activities, a review of an existing risk assessment will take place, rather than a newly written risk assessment.
- 4.8. Where a new activity is taking place, a specific risk assessment of significant risks will be conducted.
- 4.9. Where an activity usually forms part of a school day, e.g. pupils regularly undertaking swimming lessons at an alternative location, the school will not conduct separate risk assessments for each visit – annual checks will be conducted to ensure the precautions implemented remain suitable and any changes will be made as necessary.
- 4.10. Risk assessments will be updated in line with section 14 of this policy.
- 4.11. Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.
- 4.12. The school/OWLS TRUST has developed a number of different risk assessments to address the requirements outlined in Annex A of the DfE's 'Health and safety: advice on legal duties and powers', which includes the following:
 - Training of staff in health and safety, including risk assessment
 - Consultation arrangements with employees
 - Recording and reporting accidents to staff, pupils and visitors – including those reportable under RIDDOR
 - Procedures for off-site visits, including residential visits and any school-led adventure activities
 - Responding to health and safety emergencies, including procedures and contacts
 - First aid and supporting those with medical needs
 - Occupational health services and managing work-related stress
 - Workplace safety for teachers, pupils and visitors
 - School security
 - Violence to staff
 - Manual handling
 - Slips and trips
 - On-site vehicle movements
 - Management of asbestos
 - COSHH
 - Working at height
 - Selecting and managing contractors

- Maintaining plant and equipment, such as electrical equipment, local exhaust ventilation, pressure systems, gas appliances, lifting equipment and glazing safety
- Fire safety, including test of alarms and evacuation procedures

5. Safeguarding

- 5.1. In accordance with 'Keeping children safe in education' (KCSIE), the school recognises its specific safeguarding duties with regards to risk assessments.
- 5.2. The headteacher will undertake a risk assessment when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The following will be considered:
 - The nature of the work with pupils
 - What the school knows about the volunteer, including formal or informal information provided by staff, parents and other volunteers
 - Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
 - Whether the role is eligible for an enhanced DBS check
- 5.3. All details of the risk assessment conducted in line with 5.2 will be recorded.
- 5.4. Where there is a possible suspension of a staff member, the school will conduct a risk assessment to determine their decision.
- 5.5. Where there has been a report of sexual violence, the DSL will undertake an immediate risk assessment. If there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis by the DSL.
- 5.6. In line with 5.5, the risk assessment will address the following:
 - The victim – particularly their protection and support
 - The alleged perpetrator
 - All other pupils (and adult students or staff if appropriate) at the school, especially any actions required to protect them
- 5.7. The risk assessment conducted under provisions 5.5 and 5.6 will be recorded and kept under review by the DSL.
- 5.8. Any risk assessments conducted by professionals following an incident in line with 5.5 will be used by the DSL to inform the school's risk assessment. The school's risk assessment does not act as a replacement to risk assessments conducted by professionals.
- 5.9. Where a pupil is convicted or receives a caution for a sexual offence, the DSL will update the risk assessment to ensure relevant protections are in place for all pupils at the school.

- 5.10. As required by section 26 of the Counter-Terrorism and Security Act 2015, the school will conduct a risk assessment to determine the appropriateness of any filters and monitoring systems needed to control the risk of pupils being drawn into terrorism.

6. Assessing pupils' welfare

- 6.1. Where any of the following criteria are met, the school will conduct a risk assessment regarding pupils' welfare by following steps 1-5 identified in [8.2](#):
- A pupil with a clinical tendency towards behavioural, social and emotional difficulties, e.g. a pupil with autistic spectrum disorder.
 - A pupil with a historical tendency towards behavioural, social or emotional difficulties.
 - A pupil either returning to the school after a fixed-term exclusion or joining from another school after a permanent exclusion.
 - A pupil with either a clinical tendency or historical tendency towards behavioural, social or emotional difficulties and participating in any off-site school visits/trips.
- 6.2. All risk assessments regarding pupils' welfare will take into account previous behaviour, and outline specific measures, including both punitive sanctions and pastoral support, to ensure the risk of behaviour being repeated is minimised and managed.
- 6.3. Care will be taken to ensure that pupils with SEND are not excluded from school activities as a result of behavioural difficulties, unless it is sufficiently severe as to directly interfere with the education of other pupils.
- 6.4. The school will liaise with the school's SENCO when undertaking an assessment of risks to pupils' welfare.

7. Areas of risk

- 7.1. The school identifies key areas of school management that present risks to the school community – these include, but are not limited to, the following:
- Safeguarding
 - Pupil welfare
 - Health and safety
 - Security
 - Fire safety
 - Critical incidents
 - School trips
 - Lessons and activities
 - Boarding
 - Pupils with onerous demands
 - Staff recruitment

7.2. Specific risk assessments by professionals are also conducted under the following categories:

- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Fire safety

8. Risk ratings

8.1.

Degree of risk	Risk treatment
Low	<ul style="list-style-type: none">• Acceptable level of risk.• Risks should be monitored and reassessed at appropriate intervals.• No further action or additional controls should be necessary.
Moderate	<ul style="list-style-type: none">• Unacceptable level of risk.• Efforts should be made to reduce risk.• Establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.• Resources may need to be allocated to reduce the risk.• Where the risk involves work in progress, immediate action should be taken.
High	<ul style="list-style-type: none">• Unacceptable level of risk.• Immediate action must be taken to manage the risk.• Control measures must be put into place which significantly reduce the impact of the event or the likelihood of it occurring.• A significant number of control measures are required.• Resources will need to be allocated to reduce the risk.

9. Principles of effective risk management and assessment

9.1. The school adopts the following key principles of risk prevention:

- If possible, avoid a risk altogether
- Avoid introducing new hazards
- Evaluate unavoidable risks via a risk assessment
- Combat risks at the source

- Consult with those affected to adapt work to the requirements of the individual
- Take advantage of technological and technical progress
- Implement risk prevention measures within a policy
- Give priority to protection measures that safeguard the whole school
- Ensure that staff and pupils understand what they must do to minimise risk
- Develop a positive approach to health and safety within school

9.2. The school identifies a five-stage process to undertaking a risk assessment:

1. Identify the hazards
2. Decide who might be harmed and how
3. Evaluate the risks
4. Record the findings
5. Review

9.3. The school understands that most hazards are easy to recognise, e.g. in the science department, the use of toxic or dangerous chemicals should already have an assessment under the COSHH.

9.4. Hazards that are already covered under other risk assessment will be ticked as 'checked' in the general risk assessment. There is no need to conduct a separate risk assessment.

10. Step 1 – identify the hazards

10.1. When identifying hazards, staff members will:

- Walk around the area and assess what could reasonably be expected to cause harm.
- Put themselves in the place of non-specialist staff and pupils to find the risks.
- Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people.

10.2. To identify hazards, staff members will have regard to the following:

- Slipping and tripping hazards, e.g. poorly maintained floors or stairs
- Fire, e.g. from flammable materials
- Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals
- Moving parts of machinery, e.g. within faculty workshops
- Working at height, e.g. scaffolding around buildings
- Ejection of materials, e.g. workshops and experiments
- Pressure systems, e.g. within laboratories
- Electricity, e.g. poor wiring, portable appliances, electrical experiments
- Dust, e.g. metal grinding and cement

- Fumes, e.g. welding and chemicals
- Manual handling
- Noise
- General environment, e.g. poor lighting or low/high temperature
- Biological hazards, e.g. gardening or contact with bodily fluids
- Behaviour management, e.g. kicking, hitting, verbal abuse, threats/aggression, running away, vandalism, bullying or stealing
- Prior exclusion
- Inappropriate sexual behaviour

11. Step 2 – decide who might be harmed and how

11.1. In addition to staff, those conducting a risk assessment will also consider people who may not be in the workplace consistently, e.g. cleaners, visitors, parents or maintenance personnel.

11.2. Staff will have regard to the following groups of people:

- Staff members
- Operators
- Maintenance personnel
- Cleaners
- Contractors
- Members of the public
- Parents
- Pupils

11.3. Staff will also have due regard to the following vulnerable groups:

- Staff and student staff/pupils with disabilities
- Inexperienced staff
- Visitors
- Lone workers
- Pregnant workers

12. Step 3 – evaluate the risks

12.1. Staff will evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done.

12.2. For each significant hazard, staff will decide whether the residual risk is high, moderate or low.

12.3. Staff will consider whether industry standards are in place and whether all has been done that is reasonably practicable to keep the workplace safe.

12.4. Staff will ensure that managing additional hazards does not interfere with other control measures, such as fire safety.

- 12.5. Staff will ensure that the following are in place:
- Adequate information, instruction or training
 - Adequate systems or procedures
- 12.6. When implementing control measures, staff will have due regard to whether the precautions:
- Meet the standards set by a legal requirement.
 - Comply with the recognised industry standard.
 - Represent good practice.
 - Change existing precautions in place.
- 12.7. To reduce risks as far as reasonably practicable, staff will aim to eradicate the hazard completely, or control the risk significantly to ensure that harm is unlikely or the likelihood of it occurring is minimised.

13. Step 4 – record the findings

- 13.1. Staff will ensure that the most significant hazards are recorded, as well as the control measures in place to mitigate those hazards.
- 13.2. Staff do not need to show how the assessment was carried out provided that:
- A proper check was made.
 - The assessment details who might be affected.
 - All the obvious, significant hazards are considered, taking into account the number of people who could be involved.
 - The precautions are reasonable, and the remaining risks are low.
- 13.3. All findings will be reported to the headteacher.
- 13.4. Where the impact or likelihood of major risks cannot be minimised, the headteacher will decide whether the activity will still take place.

14. Step 5 – review

- 14.1. There are no set statutory guidelines for the review of risk assessments. The school implements the following requirements for when risk assessments will be reviewed:
- When there are changes to an activity
 - After a near-miss or accident
 - When there are changes to the type of people involved in the activity
 - When there are changes to good practice
 - When there are changes to related legislation
 - Annually, if for no other reason

- 14.2. Reviews of risk assessments will be dynamic – changes will be made immediately to the existing risk assessment. A new risk assessment will not be conducted unless there are significant changes, such as more than one of the criteria outlined in 14.2.
- 14.3. Risk assessments developed for high-risk activities will be reviewed on a termly basis by the individual who created the risk assessment and the headteacher.
- 14.4. Risk assessments will be stored for the duration of the risk assessment, plus three years, in line with the school's Records Management Policy.

15. Training

- 15.1. All staff members will receive annual training on basic risk management procedures.
- 15.2. Staff members with a responsibility of creating and completing risk assessments, such as school trip leaders, will receive in-depth training on risk management on an annual basis, in addition to the basic risk management training offered.
- 15.3. All new staff members will receive training on risk management as part of their induction training.

16. Monitoring and review

- 16.1. This policy will be reviewed on an annual basis by the headteacher. The next scheduled review date for this policy is Jan 2020.
- 16.2. Any changes made to this policy will be communicated to all staff members by the headteacher.
- 16.3. All staff members are required to familiarise themselves with this policy as part of their induction programme.

Sexual behaviour checklist

Secondary-aged child	Indicators		
	Healthy	Problematic	Harmful
Type of sexual behaviour	Normal sexual behaviour as detailed in our Relationships and Sex Education Policy.	Behaviour which indicates a need for monitoring and assessment.	Displaying entirely inappropriate adult activity, e.g. intercourse or oral sex (actual or simulated).
Context of behaviour	Behaviour is mutual and consent is given.	Behaviour appears to be peer influenced and an isolated incident.	Elements of threatening behaviour and coercion. Behaviour is secretive and planned. Previous concerns or convictions for sexual behaviour.
Response of preparator	Young person is happy and comfortable. May be embarrassed if behaviour is discovered by adults.	Embarrassed and ashamed. Displays remorse.	Denies responsibility and blames the victim. Shows little concern about being caught. Shows pride in harmful behaviour.
Response of other party	Young person is happy and comfortable. May be embarrassed if behaviour is discovered by adults.	Uncomfortable or irritated, but not fearful or anxious. Feels able to tell someone.	Uncomfortable, fearful and anxious. Avoids the young person.
Relationship between the children	Behaviour is between two persons within the same peer group who would normally socialise together.	Factors suggest one young person is more in control than others. Young persons would not normally socialise.	Clear power imbalances are displayed and/or there are clear differences in size, strength, etc.
Persistence of the behaviour	The behaviour is short-term, infrequent and the child is interested in other things.	Interest in sexual behaviour is higher than is considered healthy as detailed in	Young person is obsessed with sexual thoughts and pornography. The focus on sexual

		our Relationships and Sex Education Policy.	behaviour is imbalanced with other aspects of their life. The behaviour appears to be a way to cope with negative emotions.
Other behavioural problems	No other behavioural problems.	Young person has poor sexual boundaries and displays difficulties coping with emotions.	Young person has a diagnosis of depression or other significant mental health disorders. May have a history of cruelty to animals or a self-reported sexual interest in children.
Background information known	No significant family history or indicated risk factors.	Parents show no concern for the victim and are angry.	Child has a pattern of discontinuity of care. There is a known background of high levels of trauma e.g. physical, emotional, sexual abuse, neglect, witnessing domestic violence.

Checklist of sexual behaviour in pupils with SEND

Child with SEND	Indicators		
	Healthy	Problematic	Harmful
Type of sexual activity	Exploratory, age appropriate and mutual.	Inappropriate for their age or displays some adult knowledge or language.	Displaying entirely inappropriate adult activity, e.g. intercourse or oral sex (actual or simulated).
Context of behaviour	Light hearted and spontaneous.	Behaviour is infrequent. Behaviour is self-directed. Behaviour is restricted to a specific setting.	Elements of threatening behaviour and coercion. Behaviour is secretive and planned. Previous concerns or convictions for sexual behaviour.
Young person's response	Happy and freely engaging.	The child displays embarrassment and shame related to the behaviour. The child has some awareness of the consequences of their actions and displays concern for the victim.	The child attaches little meaning to the behaviour and rejects all concerns expressed.
Response of others	Similar ages and abilities playing together.	The child concerned is uncomfortable, but not fearful or anxious.	The child concerned is uncomfortable, fearful and anxious.
Relationship between the young people	The behaviour is infrequent and the child is interested in other things.	Child usually associates with children three or more years younger. There is a clear power imbalance.	Evidence of targeting on the basis of perceived vulnerability. Clear power differences in the relationship.
Persistence of the behaviour	The behaviour is short-term, infrequent and the child is interested in other things.	Responds to complaints by stopping or changing behaviour. Intervention has some impact but behaviours may continue.	Evidence of a high level of sexual compulsivity. Behaviours have persisted despite significant negative consequences.

<p>Other behavioural problems</p>	<p>No other behavioural problems.</p>	<p>Child has significant history of behavioural problems and has generally positive relationships with peers.</p> <p>Access to others is well supervised or young person isolated in the community or has a very restricted lifestyle.</p>	<p>Concurrent diagnosis of significant mental health problems.</p> <p>Pattern of problematic sexual behaviours emerging in early childhood and continuing into adolescence. Viewed negatively in community due to sexual behaviours.</p> <p>History of fire setting.</p> <p>Long standing history of severely problematic or challenging behaviours.</p>
<p>Background information known</p>	<p>No significant family history. The child has at least one positive friendship. The child has access to social and leisure pursuits. The child has access to appropriate relationships and sex education.</p>	<p>Family is concerned regarding the child's development. Family experiencing high levels of stress. Siblings have experienced sexual abuse.</p>	<p>Previous experience of abuse, sexual, physical, and emotional or neglect. Violence in the household. Members of the family, including siblings, have a history of sexual offending. Distorted sexual boundaries in the family.</p> <p>Discontinuity of care.</p>

When to conduct a welfare/pastoral risk assessment

Type of behaviour	Indicators	Outcomes and response
<p>Healthy/acceptable sexual behaviours:</p>	<ul style="list-style-type: none"> • Behaviour is mutual. • Behaviour is age-appropriate. • Behaviour is consensual. • Behaviour is exploratory. • There is no intent to cause harm. • The behaviour is fun. • There is no power differential and the participants are part of the same peer group. • There are no other behavioural problems. • There is no significant family history. • The participants have access to appropriate sex/appropriate behaviour education. 	<p>Risk assessment is not necessary.</p> <p>The school will support perpetrator and victim via:</p> <ul style="list-style-type: none"> • The school's Behavioural Policy (behaviour agreement plan if necessary). • Meet with parents to discuss next steps. • Develop a plan to address child's additional support needs.
<p>Problematic sexual behaviours:</p>	<ul style="list-style-type: none"> • Behaviour is not age-appropriate. • It is a one-off incident or low key touching over clothes. • Behaviour is influenced by peers. • Behaviour is spontaneous. • Behaviour is self-directed; masturbation. • There are other balancing factors; no intent to cause harm, level of understanding, acceptance of responsibility. • Other pupils are irritated or uncomfortable but not scared; they feel free to tell someone. • The parents are angry and show no concern for victim and can be violent abusive. • The young person is confused as to sexual development and or boundaries. 	<p>Risk assessment is necessary.</p> <p>In addition, support perpetrator and victim via targeted services such as:</p> <ul style="list-style-type: none"> • Use of the DfE 'Keeping children safe in education' guidance document. • Consultation with LA child protection services.

<p>Harmful sexual behaviours:</p>	<ul style="list-style-type: none"> • Behaviour is not age-appropriate. • There are elements of planning, secrecy, force, coercion. • There are power differentials; size, age, status, strength. • The behaviour causes the following in others; fear, anxiety, discomfort. • The young person blames others. • They are frequent incidents and disproportionate to other aspects of their lives. • The young person is not easily distracted and continues the compulsive behaviour despite intervention. • The young person displays other difficult behaviours, conduct disorders, anger or poor peer relationships. 	<p>Risk assessment is necessary.</p> <p>In addition, the school will support the perpetrator and victim via safeguarding specialists such as:</p> <ul style="list-style-type: none"> • Multi-agency input. • Referral to police/ children’s safeguarding and specialist services. • Following outcome of the above, meet with parents and child to agree and implement revised approach.
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Identifying risks in the school

Identified as a risk?	Yes	No
Toilets		
Is the location of the toilets a concern?		
Are they shared by more than one class?		
Are they unisex?		
When visiting the toilet, are pupils out-of-sight of school staff?		
Is it possible to manage use of the toilets better?		
Are staff allocated to monitor the toilets in an unobtrusive manner?		
Classrooms		
Can pupils and staff be seen at all times?		
Are there any unnecessary blind spots?		
Are there areas where pupils can be observed but continue to remain creative?		
Are you able to be flexible regarding the seating plan and layout of the classroom?		
Are there procedures in place for pupils and staff leaving the classroom?		
Have pupils been taught about personal safety?		
Hallways and walkways		
Are pupils supervised or able to be seen at all times (e.g. through windows)?		
Are there any cupboards or empty rooms which could be accessible to pupils?		
Outside areas		
Are pupils supervised or able to be seen at all times (e.g. through windows) from all areas of the outside area/playground?		
Do certain areas need to be designated as 'out of bounds' either for the time being or permanently?		
Are staffing levels adequate?		
Can staff engage pupils in structured play, rather than leaving them open to inappropriate play?		
Changing for PE and swimming (onsite and off)		
Does the PE changing area pose risks?		
Does the swimming changing area pose risks?		
Are staff able to supervise changing appropriately and according to the needs and age of the pupils concerned?		
Pupils		
Have all pupils been taught personal safety?		
Are all pupils aware of who to talk to if they have concerns?		
Do all pupils feel that they are listened to and are confident that appropriate action will be taken if necessary?		
Have pupils been taught about e-safety?		

If there have been safeguarding concerns, including notification of domestic violence, have pupils been appropriately supported within school?		
Staff		
Are all staff aware of who the DSL is?		
Are all staff aware of who to go to if the DSL is not available?		
Are all staff aware of the need to record concerns and pass them on to the DSL?		
Are all staff (including volunteers and governors) familiar with the contents of Child Protection and Safeguarding Policy?		
Have all staff, teaching and non-teaching, received safeguarding training in the last year?		
Have staff received training in safer working practice and the protective ethos?		
Are all staff aware of, and feel confident in using, the Whistleblowing Policy?		
Have all staff signed to say that they have read and understood part one of Keeping Children Safe in Education?		
Is there an Anti-bullying Policy that effectively deals with bullying?		
Are school computers monitored to ensure that children and staff are following the school's E-Safety Policy?		

