

Park School and Nursery

This safeguarding risk assessment is formally reviewed termly by the DSL and annually by governors.

Safeguarding Risk Assessment

This risk assessment has regard to:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children
- The Independent School Standards Regulations Part 3
- EYFS Statutory Framework
- Prevent Duty Guidance

Purpose

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 is evaluated in this risk assessment. Every school is unique; a bespoke approach to safeguarding is essential in maximising the effectiveness of safeguarding arrangements.

Safeguarding and promoting the welfare of our pupils is of paramount importance to all adults working in the school. This includes: protecting children from maltreatment; preventing impairment of health or development; ensuring children grow up in safe and effective care; and enabling all children to achieve the best outcomes.

Monitoring and Effectiveness of Safeguarding

The effectiveness of safeguarding arrangements is regularly evaluated through:

- Termly DSL audits of safeguarding practice and records
- Scrutiny by the Safeguarding Governor, including sampling of cases and staff/pupil voice
- Review of referral outcomes and timelines with external agencies
- Analysis of patterns and trends from monitoring logs

- Staff training evaluation, including scenario-based checks of understanding

This ensures safeguarding is not only compliant but embedded and effective in practice.

Safeguarding Culture

Maintaining a safe environment includes:

- Staff code of conduct and high professional standards
- An open culture of reporting and challenge ("it could happen here")
- Prompt engagement with statutory agencies
- Effective policies, implementation, and governance
- Robust safer recruitment practices
- Safe physical environment and supervision arrangements
- Clear management structures preventing isolated practice
- Strong pastoral systems to identify and monitor vulnerability

Risk Assessment Table

Recruitment of Staff (Internal) unsuitable person working with children

Control:

- Rigorous recruitment checks in line with KCSIE and EYFS
- Safeguarding statements in recruitment materials
- No adult has unsupervised access to children until all checks are complete
- SCR monitored throughout recruitment process

Further Action:

- SCR checked termly by DSL/Safeguarding Governor

Recruitment of Staff (External / Peripatetic / Volunteers)

Control:

- Peripatetic staff undergo same checks, induction, and training

- Visitors vetted, signed in/out, and supervised
- Volunteers checked and supervised at all times
- Careful oversight of 1:1 teaching environments

Further Action:

- Monitoring of supervision arrangements and room visibility

School Visits (Including Residential)

Control:

- Individual trip risk assessments prioritising safeguarding
- Appropriate staff to pupil ratios
- Residential trips staffed only by approved school staff
- Thorough planning including safeguarding checks

Further Action:

- Regular review of trips in staff meetings

Children's Wellbeing and Mental Health

Control:

- PSHEE and wellbeing curriculum
- Monitoring logs to identify patterns
- Pastoral support and Early Help pathways
- Use of Wellbeing Manager

Further Action:

- Ongoing review of impact and school culture
- Regular safeguarding and pastoral meetings

Poor Practice / Missed Concerns

Control:

- Regular safeguarding training including local risks

- Scenario-based discussion and application
- Clear referral processes
- Strong culture of reporting and professional curiosity

Further Action:

- Staff awareness of whistleblowing and escalation routes
- DSL checks understanding through discussion and scenarios

Low-Level Concerns About Staff

Control:

- Clear low-level concerns policy
- All staff encouraged to report concerns
- Recording and review of patterns

Further Action:

- Regular review to inform training and risk awareness

Referrals and Monitoring

Control:

- Follow-up systems for referrals
- Detailed record keeping and communication with MASH
- Clear escalation routes
- Appropriate challenge to external agencies where necessary

Further Action:

- Staff empowered to escalate concerns

Child's Voice

Control:

- Children listened to and supported to express views
- Avoidance of adult/parent bias

Further Action:

- Systems regularly reviewed to remain child-centred

Information Sharing

Control:

- Appropriate sharing in line with safeguarding policy
- Timely transfer of safeguarding records

Further Action:

- Continued monitoring via safeguarding logs

Children Missing Education

Control:

- Attendance monitoring and pattern identification
- Communication with parents and LA

Further Action:

- Continued oversight by DSL

Governance

Control:

- Safeguarding Governor oversight
- Regular meetings with DSL
- Scrutiny of SCR, records and training

Further Action:

- Ongoing reporting to governing body

Record-Keeping

Control:

- Records are clear, factual, and include the child's voice

- Stored securely and separately where appropriate

Further Action:

- Retention in line with statutory guidance

EYFS Safeguarding

Control:

- Age-specific safeguarding training
- No unsupervised adult-child situations
- Clear intimate care procedures
- Communication with parents

Further Action:

- Ongoing training and policy review

1.1. Types of Abuse Risk Assessment

(Likelihood reviewed termly based on local intelligence and school context)

Peer-on-Peer Abuse

(including child-on-child sexual violence and harassment)

Likelihood: Moderate

Control: Monitoring behaviour, supervision, and reporting systems

Neglect (including affluent neglect)

Likelihood: Moderate/High

Control: Observation, behaviour monitoring, engagement with families

Online Safety such as AI misuse, online grooming, livestreaming, harmful online challenges, image sharing.

Likelihood: Moderate/High

Control:

- Curriculum teaching
- Filtering and monitoring systems
- Staff awareness and discussion with pupils

Radicalisation

Likelihood: Low/Moderate

Control: Prevent training and reporting awareness

FGM / HBV

Likelihood: Low/Moderate

Control: Staff training and vigilance

SEND Vulnerability

Likelihood: Moderate/Low

Control: Individualised safeguarding support

Abuse by Adults Working with Children

Likelihood: Low

Control: Safer recruitment, supervision, training, culture of vigilance

Situational Risks

Likelihood: Low

Control: Supervision and site design

Abuse Outside School

Likelihood: Moderate

Control: Monitoring behaviour and referring concerns promptly

Local Context Risks

Likelihood: Moderate

Risk levels are informed by local safeguarding partnership data, school trends, attendance information, behaviour concerns and referral patterns.

CCE / CSE

Likelihood: Low–Moderate,

Control: Staff training, local intelligence, monitoring patterns.

Persistent absence and repeated late attendance patterns are monitored as safeguarding indicators.

Domestic Abuse

Likelihood: Moderate

Control: Monitoring, relationships with families

Attendance of Alternative Providers

Likelihood: Moderate

Control: Any alternative provision used by the school is subject to safeguarding checks and ongoing monitoring.

Additional Risks (e.g. homelessness, substance misuse, private fostering)

Likelihood: Low

Control: Case-by-case support, Early Help, external agencies

1.2. Conclusion

Safeguarding at Park School is underpinned by a strong culture of vigilance, openness, and accountability. Procedures are regularly reviewed to ensure they remain effective and reflect both statutory guidance and the specific context of the school.

The school recognises that safeguarding is dynamic and continues to adapt its practice in response to emerging risks, local safeguarding priorities, and the needs of its pupils.