

Future Education Risk Assessment

Introduction

This risk assessment covers the general day to day activities and operations at Future Education school. This form is part of a clear process in place for assessing and controlling risk. A copy of this risk assessment must be given and explained to every employee prior to undertaking the role, along with training or instruction on safer working practices or operational procedures. Staff will take part in collective reviews and consultations with regard to risk management in the school and will be provided with updated risk assessments on a regular basis. This will be communicated through staff briefings and team meetings.

Additional risks assessments will be undertaken for activities away from the school such as educational trips and visits by the Education Visits Co-ordinator EVC. Risk assessments will also be completed for unusual or irregular activities. Each student has an individual risk assessment which may feed into wider risk assessments as situations, needs, and behaviours change. This risk assessment covers items such as Fire, but full Fire Risk Assessments are also completed by competent external specialists.

See the school's risk assessment and risk management policy for more information.

Risk Rating

Rating of risk should be carried out using the 5x5 matrix below. Assessors must consider what is the likelihood of a hazardous event and what the most likely outcome of that hazardous event is. For example; the likelihood of a slip is high (3), but the consequence is relatively low (2) therefore the risk rating is (3x2=6). This means the risk is adequate but should be improved before the next review.

Likelihood:

- 1) Very Unlikely
- 2) Unlikely
- 3) Fairly Likely
- 4) Likely
- 5) Very Likely

Consequence:

- 1) No Injury
- 2) Insignificant/minor Injury
- 3) Moderate Injury
- 4) Major Injury
- 5) Catastrophic Injury

Likelihood ↑

5X5 Matrix

5	10	15	20	25
4	8	12	16	20
3	6	9	12	15
2	4	6	8	10
1	2	3	4	5

Consequence →

Residual Risk:

1-5 Acceptable; No further action, but ensure controls are maintained

6-10 Adequate; Look to improve at next review

12-15 Tolerable; Look to improve before undertaking activities again

16-25 Unacceptable; Stop Activity and make immediate improvements

ABOUT THIS RISK ASSESSMENT

Location	168b Motum Road, Norwich, NR5 8EG
Assessment Owner	Sharon Moy – School Operations Manager
Assessment date	8/7/24

Previous Assessments	This assessment replaces the previous risk assessment 23/05/2022 and takes into consideration of the new building addition to the current site (One to One Building/Inclusion Base).		
Review Dates	Date: 11/02/2020	Date: 20/08/2020	Date: 02/02/2021
	Date: 02/03/2021	Date: 23/05/2022	Date: 07/11/2022
	Date: 10/07/2023	Date: 01/09/23	Date: 31/10/23
	Date 08/07/24	Date: 20/03/25	
Context & supplementary information	<p>Future Education is a special school for children (13-16yrs) with complex and challenging special educational needs and/or disabilities. In some instances, these needs may affect students' awareness and understanding of health & safety information and procedures and as such they may be further exposed to hazards due to lack of experience, inability to identify risks and existing risky personal behaviours.</p> <p>The nature of our school means that the likelihood of violence and aggression is high and as such the school has in place a wide range of behavioural, safeguarding, and safety policies and procedures intended to protect students, staff and others from harm.</p> <p>At any given time, there could be 44 students and 37 staff on site (including support staff and self-employed).</p>		
First Aid training Current Staff nominated and trained to administer first aid are as follows: Sharon Moy Clare Sproat Darren Chapman Flower Trower Daniel Smith Kyle Baddeley Helen Oghenegweke Grace Smith Chris Baldry Daniel Starr Liam Ward Stephen Williams (Caretaker) Emma Yallop	Fire training Current staff trained and responsible as Fire Marshals are as follows: Sharon Moy Hannnah Butcher Jennifer Gabrielle Stephen Williams (Caretaker) Grace Smith Jen Gabriel Chris Baldry Daniel Smith		
Department Interim H&S Lead Signature: Name: Sharon Moy Date:	Org H&S Lead Signature: Name: Rumana Johnson Date:		
Headteacher Signature: Name: Debbie Edwards Date:	Health & Safety Governor Signature: Name: Daniel Childerhouse Date:		

R E F	ACTIVITY/ SITUATION What activity or situation may give rise to hazard/risk	HAZARDS and RISKS Potential for harm & Who may be harmed.	CONTROLS Already in place	Risk			ADDITIONAL CONTROLS Required to reduce risk further	Residual Risk R.A.G.
				L	C	RL		L x C = RR
1	Circulation in and around the school	Staff, students, visitors may slip, trip or fall. Additional risk if icy or dark in external areas Vehicles pose risk to students and staff during pick-up/drop-off	<ul style="list-style-type: none"> • Good Housekeeping – work areas kept tidy, walkways clear, cables hidden etc • Spillages cleared immediately • Regular safety checks undertaken by H&S Lead and remedial action undertaken • Good Lighting in all areas internal and external • Staff dress code includes suitable attire Students reminded of expectations RE footwear • External areas are gritted prior to periods of extreme cold • Wet-floor signs used • Signage to direct visitors and staff to appropriate areas such as reception, exit, fire meeting points etc. • Cleaning takes place after school hours by employed staff. • Gated access for pedestrians and vehicles into the school. • Good levels of LED lighting around main school North and South building, Pines Building, promote good visibility and where an addition floor is present Pines Building) supports visibility when climbing stairs. • Yellow hazard lines painted where there are drop curbs and disabled ramp to identify outside trip hazards around the outside of the building. 	3	2	6	<ul style="list-style-type: none"> • Remind staff of duty to report/clear spillages and/or unsafe conditions immediately within staff briefing meetings. • Remind students and staff to follow established walkways round building and car park • Regular gritting in inclement weather. 	2 x 2 = 4
2	Lifting and moving heavy items, furniture or equipment, including	Staff and students may suffer musculoskeletal injuries, or may slip, trip or fall whilst carrying loads.	<ul style="list-style-type: none"> • Deliveries to be made to point of storage • Manual handling guidance provided on induction to applicable members of staff. • Mechanical aids available (including sack barrow) e.g. for food delivery weekly to the 	2	2	4	<ul style="list-style-type: none"> • Appropriate staff to complete at induction and regular refreshers at two yearly intervals the EduCare (TES). All staff to ensure they only carry items at waist height 	1 x 4 = 4

	taking delivery of supplies.		<p>kitchen and paper/large stationary orders to main reception.</p> <ul style="list-style-type: none"> • Materials to be stored at waist to shoulder height (e.g. paper) where possible • Heavy, bulky or awkward loads are minimised and manual handling minimised • Balustrade boarding installed to improve safety on stairwell in the Pines building to limit slips or trips outside the stairwell. 				and take care of heavier loads when climbing stairs.	
3	Cooking, food and drink preparation during breaks and in food technology lessons	<p>Staff and students may scold themselves using hot water outlets, kettles or ovens, hot oil or substances in kitchens, causing burns.</p> <p>Staff and students may cut themselves using knives or utensils</p> <p>Staff, students, visitors and/or others may become ill as a result of consuming undercooked food or due to poor hygiene in food preparation areas.</p> <p>Staff/students may have allergic reaction to ingredients.</p>	<ul style="list-style-type: none"> • TMVs on water outlets control temperature • Water temperature is regularly monitored and recorded (monthly). • Staff instructed to use mugs with lids to prevent spillages. • Water boilers and portable appliances (kettles) are maintained and tested annually to ensure proper functionality. • Staff supervise use of kettles, ovens, and water outlets. Access to kitchen areas are restricted and kept locked during periods of inactivity. • Appliances are regularly cleaned and records monitored with the lunch time assistant. • Staff supervise use of knives in food tech, providing pupils with health and safety briefing, instruction and oversight. Visual Health and Safety. • Sharp knives (other than butter knives) are to be locked and stored away from students when not in use. Staff to maintain awareness of number and location of knives in setting. • First aid box provided, well stocked and checked. • First aid trained staff present throughout normal working hours • Students are supervised at all times in kitchen areas – doors locked when not in use • Staff complete and keep up to date food hygiene training • Student dietary needs – including known allergies are disclosed upon enrolment and 	3	2	6		

			<p>recorded on the school's MIS system - Scholar Pack.</p> <ul style="list-style-type: none"> • Safer food, better business guide for food caterers (recommended by food standards agency) in place to ensure full compliance with food hygiene safety and implement daily recording including monthly checks. • Additional TMV's installed following Legionella risk assessment. • First Aid boxes located in each kitchenette/break area x2, 1 x R&R area and 1x Ground Floor – large classroom. 					
4	<p>Close personal contact and sharing of physical space.</p> <p>Treatment of first aid injuries and cleaning or exposure to bodily fluids</p>	<p>Staff could contract communicable or infectious diseases from bodily fluids, and both staff and students could catch airborne viruses or infections</p>	<ul style="list-style-type: none"> • Hygiene facilities are in place • Staff reminded to wash hands regularly and to call in sick when having contracted an infectious illness • Cleaning and regular deep-cleaning/disinfection of key areas undertaken (WCs, kitchens, medical room etc) • Utensils and kitchen equipment sterilised using dishwasher • Contamination control measures in place – e.g. colour coded mops, buckets, cloths etc. • First aid and infection control procedures in place. • Food hygiene training, certificates and practices in place • Staff and students have separate hygiene facilities • Appropriate waste arrangements in medical room. • School closure for severe outbreaks • Students away from school with vomiting/diarrhoea are not to return until 48 hours after last symptoms • All tailored delivery staff have access to a first aid kits for use in their rooms and whilst on visits. • Staff aware of additional risks relating to Pregnant staff, children with immune system-suppressing medication. 	2	2	4	<ul style="list-style-type: none"> • Operations Manager to complete Infection and Control training through Educare (TES) E-Learning every two years as a refresher. 	2 x 2 =4

			<ul style="list-style-type: none"> • Staff aware of first aid and infection control measures. • Pines Building - Vision panels installed in each doors for safety when working one to one with students. • Pines Building now has 2 First Aid Kits available throughout the building. • CCTV installed in Pines Art room. 					
5	Administration of medicines to students	<p>Students could become unwell if medicines are not administered in accordance with prescription.</p> <p>Student behaviour could become dangerous if medication is not taken as required</p> <p>Students may suffer ill-health if able to access medicines not intended for them, or to self-administer dosage</p>	<ul style="list-style-type: none"> • Students requiring medication have Individual Healthcare Plan outlining requirements and controls – these are shared and communicated to staff • All medicines are stored securely in a locked cabinet and appropriately recorded. • Staff ensure that students do not pass prescribed medication to other students – as this is a criminal offence • A full record of medicines administered is recorded by a member of staff who has completed First Aid Training. 	2	3	6		2 x 3 = 6
6	Use of hazardous chemicals in cleaning and/or scientific experiments	<p>Staff and students could be subject to burns, irritation of skin, eyes, lungs etc. respiratory problems.</p> <p>Mixing chemicals could lead to risk of fire or creation of noxious substances which may harm.</p>	<ul style="list-style-type: none"> • Science Teacher undertakes COSHH assessments and implements safety controls • Chemicals are clearly labelled and stored securely when not in use • COSHH information posters displayed • Students to be given safety briefing before experiments • Long handled mops provided for cleaning • Less harmful alternatives are purchased where possible • Hygiene & first aid facilities on site • PPE provided and used by staff, including safety goggles, gloves, aprons etc • Provision of fume cupboard in science room to extract any chemicals/fumes • Cleaning cupboard securely locked and cosh information for chemicals available • Cleapps registration in place for Science to provide support in relation to use of chemicals and potential hazard with the 	2	3	6	<ul style="list-style-type: none"> • Check risk assessments and COSHH of all alternative provision activities carried out by self-employed staff (Mechanics, Hair and Beauty and Construction) • All chemicals in science cupboard to be disposed of as no longer used. 	1 x 3 = 3

			<p>science delivery (As Single Science Biology is being delivered only – this is likely to be limited).</p> <ul style="list-style-type: none"> New Science teacher to maintain inventory in place of chemicals in COSHH cupboard.. 					
7	Use of premises or activity during extremes of temperature/w eather	Staff and students may suffer ill-health if the internal environment is not managed and becomes too hot, cold or water ingress occurs	<ul style="list-style-type: none"> Windows are operational and allow in light and fresh air Blinds are in place to block solar gain and glare Fans/portable heaters are available upon request to supplement building systems Dehumidifiers available for all areas of the building in preparation for hot weather. Heaters in Pines building replaced Winter 23/24. 	2	2	4	- Regular site walks by site manager to ensure premises is free from leaks and remains maintained for operational use.	2 x 2 = 4
8	Storage and use of combustible materials, and sources of ignition exist throughout the premises Use of camping gas cannisters in science. Use of mains supplied gas for heating.	<p>Students, staff, visitors and others could suffer burns, smoke inhalation and other catastrophic injuries in the event of fire.</p> <p>Students and staff could experience breathing difficulties is exposed to gas in confined environment (leak).</p> <p>Students with history of arson all increase the risk of fire.</p>	<ul style="list-style-type: none"> Full Fire Risk Assessment carried out by competent external specialist and all actions are undertaken Fire detection & alert systems maintained and tested regularly by external contractor Emergency procedures displayed throughout the building Fire Drills undertaken half-termly to practice emergency arrangements Fire marshals identified and trained in actions and roles in emergency evacuation plan. Appropriate FFE in place and regularly inspected & maintained Fire and evacuation policies and logbook in place Premises well ventilated at all times during experiments Gas boiler is maintained annually by external specialist and certified. Staff made aware of location of gas mains – notices displayed throughout school. Individual student risk assessments consider risks of arson and controls implemented by leadership Combustible materials to be stored away from general access. 	1	4	4		1 x 4 = 4

			<ul style="list-style-type: none"> • Rubbish bins chained to fixed location away from school as identified in Fire Risk Assessment. • Regular safety inspection to monitor compliance with fire safety rules 					
9	<p>Violent and/or aggressive behaviour between students and towards staff.</p> <p>Students' SEND needs heightens the likelihood of violence and aggression and bullying between students.</p>	<p>Students and staff may suffer physical injuries from assault or dangerous behaviours.</p> <p>Staff may experience stress and emotional or psychological harm from verbal abuse, physical altercations or interventions.</p>	<ul style="list-style-type: none"> • Assistant Head of Inclusion established to leadership team responsible for the oversight, analysis and oversight of Inclusion Base as an alternative to exclusion. • STEPS de-escalation and RPI training delivered regularly. In house trainer identified for delivering to staff. • High student to staff ratio is maintained and students are supervised throughout the day • Safeguarding and child protection policies are in place, and staff regularly trained, briefed and updated • Student group dynamics are considered through timetabling and activity planning • Behavioural incidents are recorded, analysed and used to inform behaviour management and planning (via CPOMS). • DSLs are in place to manage CP issues and records of concern • CCTV Cameras in operation throughout circulation areas and exterior. These are monitored. CCTV for the Pines Building is in operation outside of building and downstairs rooms including R&R and Sensory room, training room, both kitchen areas and top and bottom of the stairs. • Vocational areas including the library all have CCTV • Student voice and SMSC/PSHE curriculum covers risks and impact of violence and aggression • Trauma informed training delivered by Deputy Head (Trauma Informed L5 Diploma) to all staff at INSET and during twilight sessions (available to all staff) 	3	3	9		3x3 =9

			<ul style="list-style-type: none"> • Therapeutic and psychological assessment/treatment for students • Staff communication system in place (radios) to enable staff to raise the alarm in serious incidents. • Ear Pieces provided to enable staff communication and minimise heightening of students behaviour during incidents • R&R area introduced with co-ordinator (Therapeutic Youth Worker) to provide additional behaviour intervention/ space for reintegration and therapeutic support. • All individual student risk assessments are reviewed to ensure they are robust and time-accurate. Staff to attend meetings to review and discuss in order to agree control measures. • School's behaviour and relationships policy re-written to reflect the strategies in line with the school's trauma informed approach. • CCTV installed in new Art Room, SALT room, quiet room and Lego Therapy 					
10	High pressure and stressful working environment with highly challenging pupil behaviour.	<p>Staff may suffer work related stress and mental ill-health as a result of the demands of the role.</p> <p>Staff may also experience stress and ill health if pupils make malicious allegations about staff</p>	<ul style="list-style-type: none"> • Cycle of staff appraisal is in place • Leadership team have open door policy for issues • Wellbeing Team established to share ideas and feelings in relation to improved wellbeing with leadership and governors. • Disciplinary and Grievance procedures in place to deal with Bullying or workplace issues • Daily staff briefings cover student behaviour management and safeguarding • Teachers and Instructors are provided planning and preparation time at the end of the school day in addition to timetabled P&P time • Staff contracts are term time plus two weeks – providing proper rest and time away from the school and time for CPD/Prep • High staff to student ratio (circa 37:44) 	3	3	9	<ul style="list-style-type: none"> • Review line management responsibilities within the school team to allocate responsibilities appropriately. 	2 x 3 = 6

			<ul style="list-style-type: none"> • Appraisal cycle includes CPD and investment in staff development and training • Staff have access to the employee assistance scheme (through the intranet) • Communications rules re-issued to minimise out of hours work/comms • Staff have defined and clear job descriptions with clear responsibilities • Staff Wellbeing day in place which staff can take at any point away from school for personal wellbeing. • The school follows established procedures such as those outlined in Keeping Children Safe in Education 2024, and associated safeguarding policies and guidance and deals with all allegations accordingly. • Safe and secure space for staff breaks and wellbeing. • Cycle to Work scheme in place. 					
11	Use of electrical installations and equipment within the premises, such as ICT, Kitchen appliances, lighting etc.	<p>Staff, students, and visitors could suffer injury from electrical shock.</p> <p>Fire could also result from faulty/unsafe electrics.</p>	<ul style="list-style-type: none"> • Periodic inspections of fixed wiring electrical installations (EICR) are carried out by qualified external contractor, and all remedial actions undertaken • Portable Appliance Testing (PAT) undertaken at least annually. Any faulty or damaged appliances are removed for repair immediately • Fixed Appliance Testing (FAT) carried out every two years by approved contractor, • Use of untested external appliances is strictly prohibited • Staff are made aware of the location of electrical mains during induction and posters situated throughout school. • Staff advised not to plug in own electrical equipment at induction unless PAT tested. • Staff reminded to report any unsafe conditions to the Operations Manager in the weekly bulletin. • Regular safety inspections undertaken and building walks undertaken by Caretaker 	1	4	4	All staff to complete E-Learning – Health and Safety in Schools: Staff Awareness which includes a learning module around PAT testing and electrical safety.	1 x 4 = 4

			<ul style="list-style-type: none"> • Emergency lighting is tested and maintained by qualified external contractor annually (1st Class Fire and Protection Services). • Health and Safety is promoted in the bulletin and periodically reinforced as a preventative measure to inform staff/students/visitors of the risks of plugging in potentially dangerous equipment. • Electrical music equipment is only plugged in is the Music Studio within the main school. • All staff to read and sign to say they understand the Health and Safety Policy. • School Operations Manager attend IOSH training. • New electrical heater installed in Pines Building Winter 23/24. 					
12	Lone working and offsite intervention	<p>Staff may be subject to slips, trips, falls, violent and aggressive behaviour, animal attack, theft/robbery, drugs/hazardous chemicals or other accidents whilst lone working. They may also be subject to communicable diseases,</p> <p>Working alone may lead to further harm if staff are undiscovered or unable to raise the alarm.</p>	<ul style="list-style-type: none"> • Staff start/end times regulated to avoid lone working wherever possible. • Health and Safety Policy which refers to lone working procedures in place and circulated to all staff, to include: <ul style="list-style-type: none"> ○ Use of shared outlook diaries with details of appointments and all calendar's shared with line manager and School Administrator. ○ Line Managers – first point of contact ○ Dynamic risk assessment • Signing in/out procedures in place for premise for students, staff and visitors via the Inventory system. • Staff medical questionnaires completed with any health conditions so that management can make adjustments and conduct individual risk assessments as appropriate. • School Operations Manager added to out of hours contact list (with Pheonix Events – Monitoring Centre) and be primary contact 	1	3	3	<ul style="list-style-type: none"> • All staff to complete Home Visits / Out Reach Form and give to the School Operations Manager before undertaking any visits. 	1 x 3 = 3

			<p>where security team have difficulties with the building – related to Alarm (Intruder/Fire) and general security of the building (locking up out of hours).</p> <ul style="list-style-type: none"> All staff to make contact with designated person before and after exiting a premise alone. 					
13	Regular and repetitive use of ICT workstations and display screen equipment	Staff and students could suffer from musculoskeletal injury, discomfort and pain, eye strain and headaches from poorly adjusted workstations.	<ul style="list-style-type: none"> Timetable is broken up with short breaks for staff and students to take time away from workstations Heavy users of ICT are encouraged to undertake DSE workstation assessments to ensure correct setup (or remedial action) Faulty furniture or equipment is reported and replaced Regular safety inspections undertaken 	2	2	4	<ul style="list-style-type: none"> Staff to completed DSE training on Educare and notify Operations Manager of any changes required. Remind staff of entitlement to free eye test and contribution toward corrective glasses 	1 x 2 = 2
14	Use of hot and cold-water systems, including drinking water and showers	<p>Staff and students may be exposed to harmful bacterial infections such as legionnaires disease.</p> <p>Particular risk in showers as infection is transmitted through inhalation of water droplets.</p>	<ul style="list-style-type: none"> New shower system fitted in Autumn 2019 with unused and old pipework replaced Legionella Risk assessment report provided by external contractor URisk Regular cleaning and deep clean of premises by employed member of staff Water outlets are all used regularly – avoiding build-up of bacteria Temperature valves on water system are set to appropriate temperature to destroy harmful bacteria (Minimum 55 Degrees Celsius) Water temperature monitoring and recording in place monthly (responsible person Caretaker) Students have access to clean drinking water. New TMV's installed December 23 in line with Legionella Risk Assessment. Caretaker and Operations Manager both attended Legionella Awareness training in person 	1	3	3	<ul style="list-style-type: none"> 	1 x 3 = 3
15	Use of school minibus or staff vehicles to transport	Staff and students making use of the minibus/staff vehicle	<ul style="list-style-type: none"> Staff instructed to avoid taking students alone in their own vehicle unless unavoidable (e.g. One to one teacher provision). 	1	4	4		

	students to other venues/ locations	<p>could be involved in a road traffic collision.</p> <p>Mechanical failure, student behaviour, driver distraction could all contribute to increased risk of RTC</p> <p>Staff could be at increased risk of malicious allegations if alone in a vehicle and away from the school with students</p>	<ul style="list-style-type: none"> • Minibused MOT tested and serviced annually • Appropriate vehicular insurances in place • Minibus has emergency kit on board e.g. fire extinguisher, warning triangle, first aid kit. • Pre-journey visual inspection of minibus/vehicle to ensure safe • Only appropriately licenced staff are authorised to drive minibus • Staff ratio and pupil profile considered and dynamic risk assessment by trip leader to be undertaken • For extended activities in other premises, a specific risk assessment is to be undertaken • Staff and pupils are instructed to follow walkways and not to walk on roads where possible to avoid coming into contact with vehicles. • Defects to be reported immediately and alternative transport arranged • Additional member of staff is present when minibus is used - to supervise behaviour of students, allowing the driver to focus on driving • Proof of driving licence and evidence of appropriate vehicular business insurance and MOT to kept on file for staff using their own vehicle for work purposes. • Caretaker completes weekly computer log checks of school minibus. 					
16	Sports, games, and physical activities on site	<p>Students and staff participating in physical activities may sustain injuries such as pulled muscles or ligaments, sprains etc.</p> <p>Injuries may also be sustained during improper use of sporting equipment.</p>	<ul style="list-style-type: none"> • Specific risk assessments to be drawn up for activities involving equipment or intense physical activity • Students and staff to undertake suitable warm up and warm down exercises • Staff leading activities are trained to use sporting equipment correctly • Staff must supervise the use of sporting equipment, and carry out visual safety inspection prior to use • Staff to ensure students have appropriate attire, access to hydration, and that 	3	2	6	<ul style="list-style-type: none"> • Staff to undertake risk assessments for specific activities, and that these must be passed to, and signed off by the Education Visits Co-ordinator and Headteacher. • Near miss investigations to be completed where necessary. 	2 x 2 = 4

			<p>adequate first aid trained staff and provisions are in place</p> <ul style="list-style-type: none"> • Off-site/external activity providers to pass on risk assessments, insurance information and training information prior to activity • All sport related accidents are recorded and kept in the accident book kept in the main school office. • Fully qualified PE Teacher recruited and responsible for the delivery and oversight of the PE curriculum. • Dynamic risk assessment of conditions, weather, equipment, student capabilities and other factors in planning and before delivering activities. 					
17	Safeguarding – duty to act	Risk of harm due to staff negligence, lack of training or action to protect students in accordance with policy and legislation	<ul style="list-style-type: none"> • Staff provided with full and comprehensive induction to the school, including key policies such as safeguarding, and health & safety • Full safeguarding and child protection procedures are in place, including the recording and logging of concerns for action on the MIS system CPOMS. • Designated Safeguarding Leads are appropriately trained, present and available at all times. Contact information is published throughout the school and made available widely • Curriculum includes subjects such as abuse, neglect, exploitation etc. and encouraged to raise concerns with staff for action • School appraisal systems include assessment against relevant standards, objectives and CPD to ensure staff remain up to date and enabled to carry out their roles effectively • Regular bulletins, updates, and briefing documents are circulated to staff • Annual refresher training and regular updates are provided in relation to Safeguarding via INSET and TES/Educare Training. 	2	3	6	<ul style="list-style-type: none"> • Students to be reminded to use the red post boxes in form rooms to raise any questions / issues of a confidential nature. • All DSLs to undergo multiagency DSL training. 	1 x 3 = 6

			<ul style="list-style-type: none"> • Calendared schedule to scrutinise Safeguarding systems by governors and senior leadership to be implemented. • Full INSET and safeguarding delivery schedule to be reviewed on a regular basis. • Training and job descriptions are up to date. Posters listing DSLs are displayed around the school. • Full INSET and safeguarding delivery schedule to be reviewed on a regular basis. 					
18	Access to school buildings and site, including out of hours by non-students	Students and local children may climb roofs and risk sustaining injuries from falls.	<ul style="list-style-type: none"> • Anti-climb paint added to all areas vulnerable to climbing on front of building December 2023 and 2024. • Anti-climb and CCTV notices affixed to discourage climbing • CCTV in operation and any climbing to be reported to local policing teams • Fenced area installed to the left of reception. • CCTV installed in vocational areas and outer buildings including therapy pod, construction pod, Learning Hub (Occupied by SENCO) and the library within the South side of the building. • CCTV installed in Pines building. 	2	4	8	<ul style="list-style-type: none"> • Remote setting of alarms for outside cabins linked to app for ease of checking and monitoring. 	1 x 4 = 4

			<ul style="list-style-type: none"> Automated security gate secures the site and prohibits access by members of the public during the school day. Fenced area to the left of reception Barrier fence between Action for Children delivery portacabin and Pines building installed to secure Pine Building access on foot. All staff regularly using the Pines Building have their own key for access (Key holders also include Headteacher, School Operations Manager, IT Manager and Caretaker). Gate installed between main car park and side entrance to Pines Building to be kept locked during the school day. Side door used as front entrance for students for access to the Pines Building Security Access code in place for side entrance to R&R area. Gate installed at end of barrier fence to secure Pines Building and prevent non-students and adults accessing site during the day and out of hours. Wireless Alarm installed in Trades area (Hair and Beauty and Construction) and standalone in SEN Hub following break in 03/03/2023. 				
19	Safeguarding – Bullying	<p>Students may be victim to bullying, giving rise to physical, emotional or mental harm</p> <p>Staff may also be targeted for repeated behaviours which constitute bullying, resulting in physical, emotional or mental harm.</p>	<ul style="list-style-type: none"> Anti-Bullying policy is in place and includes online bullying. Staff are aware of signs of bullying and the process for recording, reporting and dealing with incidents. Instances of bullying are recorded on Behaviour Incident Forms (via the MIS Engage system) and categorised for analysis by senior leaders and governors to inform adjustments to practice and further controls. DSL and Deputies on school site. PSHE/SMSC curriculum promotes respect, personal development and creates a safe environment for understanding and addressing bullying. 	2	2	4	2 x 2 = 4

			<ul style="list-style-type: none"> External support agencies are integrated into curriculum to provide advice, guidance, support and resources to pupils and staff All core delivery staff are trained in Norfolk STEPS 'STEP ON' de-escalation and selected staff received 'STEP UP' – Restrictive Physical Intervention (RPI's). Due to Covid-19 we have been unable to continue our programme of training both for new starters and as a refresher. Staff to only intervene when a risk of serious harm is presented. Individual pupil risk assessments in place, reviewed and updated by team regularly or after incidents. Student and staff dynamics considered in timetable and through planning. Restorative approaches in place to manage relationships. 					
20	Safeguarding - Absconding from site	<p>Students absconding from site could come into contact with a range of hazards such as moving vehicles.</p> <p>Students could be subject to safeguarding risks such as abduction, abuse, or violence and aggression from the wider public</p>	<ul style="list-style-type: none"> A clear protocol around students absconding. Suitable staff ratios in place to enable staff to follow/monitor. Students are to be supervised by an adult at all times whilst at school CCTV in place and monitored in real time Staff have radios to communicate and are directed by school office with oversight of CCTV and communication with parents/carers or authorities. 	2	2	4	<ul style="list-style-type: none"> All individual student risk assessments are reviewed and updated regularly. 	1 x 2 = 4
21	Contextual Safeguarding - Missing education	Students missing from education or unsighted by the school for long periods may be subject to safeguarding risks or abuse/neglect	<ul style="list-style-type: none"> Attendance policy and procedures in place, include: <ul style="list-style-type: none"> Contact with home attempted on day 1 – with follow up text / email if unanswered. Notification passed to DSL to assess risks and take action Home visit attempted if student not seen for 5 days. Engagement with CME team Safeguarding policy and procedures in place and staff issued at induction. 	2	3	6	<ul style="list-style-type: none"> Update the Attendance Policy in line with new guidance. 	1 x 3 = 6

22	Contextual Safeguarding - Child Criminal Exploitation	Students may be subject to CCE, particularly through 'County Lines', and may be threatened, harmed or coerced into criminal activity or unsafe situations	<ul style="list-style-type: none"> • Staff trained to recognise signs of CCE • DSL and procedures for referral in place • Strong working relationships with agencies and clear information sharing protocols in place • SMSC and PSHE activities aim to protect students from criminal exploitation 	3	3	9		3 x 2 = 6
23	Contextual Safeguarding - Peer on peer sexual abuse	Students may engage in harmful sexual behaviours including manipulation, physical, emotional, or online sexual abuse (including sexting), up-skirting etc.	<ul style="list-style-type: none"> • PSHE/SMSC and SRE learning includes raising awareness of child on child abuse, online safety, and how to raise concerns • Multiple formats in place to encourage students to present issues/concerns to a trusted adult in private, for further support and through the school council ('student voice') • Staff trained in Online safety • Staff issued and directed to Part five of 'Keeping Children Safe in Education' (2024) and 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018). • 'Peer on peer' abuse and cohesive control training provided to all staff throughout the academic year using a range of external and internal training. • Student risk assessments are reviewed and updated regularly. • Staff have signed to say that they have read and understand KCSIE 2024 (in place from 1st September 2024) and adhere to procedures. • 	2	3	6		2 x 3 = 6
24	Other Contextual Safeguarding – FGM, HBV	Students may be subject to forced marriage, female genital mutilation or honour-based violence	<ul style="list-style-type: none"> • Safeguarding policies and procedures in place • PSHE/SMSC and RSHEE learning includes raising awareness of contextual safeguarding, and how to raise concerns • Multiple formats in place to encourage students to present issues/concerns to a trusted adult in private, for further support (e.g. student council). • Student risk assessments are reviewed and updated regularly. 	1	4	4		1 x 4 = 4

			<ul style="list-style-type: none"> • Staff are aware of warning signs/indicators of FGM, HBV and forced marriage. 					
25	Contextual Safeguarding - Radicalisation and extremism of students	<p>Students may become radicalised by internal or external factors.</p> <p>Students may be exposed to extreme or terror related materials or ideology online.</p> <p>The above may result in psychological, emotional, physical harm to students, or physical acts which cause further harm to students, staff, or the wider public.</p>	<ul style="list-style-type: none"> • SMSC and PSHE activities aim to protect students from radicalisation and extremist influences and include FBV. The curriculum promotes controlled and safe debate and delivers activities to develop critical thinking around influence, social media and online safety • Safeguarding and Prevent policies in place and staff trained on WRAP (Workshop to Raise Awareness of Prevent) and safeguarding processes related to radicalisation and extremism. • Opportunities to promote 'British values' are clearly identified within all curriculum areas • Appropriate ICT filters and controls are in place including two factor authentication for staff to prevent access to inappropriate online materials (WEBTITAN) • Displays and other literature available in school reflects and encourages diversity and community cohesion • Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty. • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. • Staff understand PREVENT referral processes. 	2	3	6		2 x 3 = 6
26	Safeguarding – trips and visits	Students may be subject to safeguarding risks or abuse from other adults whilst on trips and visits away from the school	<ul style="list-style-type: none"> • Educational trips and visits are planned using the EVOLVE system of risk assessment and management • Trip leader ensures that appropriate supervision is in place to cover activities – including planning for issues such as absconding, illness etc. 	2	2	4		2 x 2 = 4

			<ul style="list-style-type: none"> • Staff profile considered e.g. male/female • Headcounts, contact numbers, emergency procedures etc. are all in place • At least one DSL is present on all trips/visits where possible (alternative DSLs in place) • All staff and volunteers subject to safer recruitment checks. • Extra transport and additional member of staff available in case of an accident/injury or behaviour incident which requires the removal of an activity for both their own safety and that of others. • Trip Leader ensures that all staff have access to trip/visit risk assessment and they have read and have access to key information before trip/visit commences. 					
27	Safeguarding - Self-Harm	<p>Students may self-harm causing physical injury or attempt suicide</p> <p>Enhanced risk at times of emotional distress or upheaval in or away from the school</p>	<ul style="list-style-type: none"> • Staff aware of signs of self-harm via safeguarding policy, bulletins, and updates • Safeguarding processes in place, including ROCs and appropriate action by DSL • Multi-agency approach taken to identifying and resolving self-harm concerns • PSHE/SMSC curriculum provides safe space to explore and understand issues such as self-harm and provides signposting to support and wider services • Multiple formats in place to encourage students to present issues/concerns to a trusted adult in private, for further support • Day to day safety measures undertaken, such as removing and storing securely sharp instruments e.g. pencil sharpeners etc. • Maintain good communication with professionals and parents/carers • Instruct Teaching staff to ensure classrooms are free from any sharp instruments and that any items which may pose risk are either removed, or locked away securely 	3	4	12	<ul style="list-style-type: none"> • Increase engagement of external agencies to deliver workshops, confidential advice and support to students • Maintain good communication with professionals and parents/carers 	3 x 3 = 9

			<ul style="list-style-type: none"> • Clear information sharing procedures in place with parents, agencies and relevant stakeholders to share concerns and put in place an action plan. • Therapeutic services in place to provide emotional support and to encourage pupils to talk. • Student risk assessments are reviewed regularly. 					
28	Practical work (design & technology, gardening, arts etc)	<p>Students and staff may be subject to cuts or injury from use of sharp tools.</p> <p>Students and staff could suffer illness following exposure to animal manures, microbial or pathogenic contamination</p> <p>Students and staff may suffer eye injury from materials (dust, soil, paint, plant supports/canes etc)</p> <p>Students and staff may suffer injury from manual handling (wheelbarrow, lifting materials and equipment etc.)</p> <p>Staff and students may be subject to stings from bees/wasps</p>	<ul style="list-style-type: none"> • Staff to examine and inspect tools and instruments before use and provide safety briefing to students on proper and safe use • Students to only use tools under supervision and all tools counted in and out of storage • Use of highly dangerous tools if prohibited (electric saws etc.) • 'tool stop' station to be identified for tools to be gathered when not in use during session (so no tools are left lying around) • Adequate working space provided, with ventilation • Use of fresh organic manure to be avoided where practical – alternative soil improvers to be used instead • Gloves provided and staff to ensure these are used at all times • Hygiene facilities provided and staff to train and monitor student handwashing before and after tasks • Eye protection provided when required and eye wash included in first aid kit • Students to be given manual handling briefing and information. Staff to supervise moderate lifting, and heavy lifting is prohibited. • Staff are aware of student conditions which may exacerbate bee/wasp stings. Staff to monitor and supervise students at all times. First aid trained staff present. • Risk Assessments for individual activities. 	3	3	9	<ul style="list-style-type: none"> • All vocational subjects (e.g. Motorcycle Maintenance, Construction, Hair and Beauty) where staff are from external agencies/self-employed continue to refresh awareness of student risk assessments. • Any new activity involving tools/equipment must be approved by the Headteacher. • Risk assessments to be provided for each activity and signed off by the Head Teacher before commencing. 	2 x 3=6
29	Smoking/substance misuse	Students may engage in harmful behaviour such as smoking or drugs on	<ul style="list-style-type: none"> • School has a zero-tolerance policy on drugs in school, and safeguarding 	4	2	8	<ul style="list-style-type: none"> • Engage with student council RE consequences and 	3 x 2 = 6

		<p>site, affecting long-term health.</p> <p>Students may suffer adverse reaction to drugs, or loosened inhibitions resulting in greater risk taking – leading to potential for harm.</p>	<p>procedures for use of drugs outside of school</p> <ul style="list-style-type: none"> • School has in place a smoke-free policy • PSHE/SMSC curriculum provides safe space to explore and understand Health effects of smoking • Students engaged individually to address smoking • Staff always challenge student when they suspect smoking and follow procedure • Access to smoking cessation services and support provided • Serious non-compliance may result in exclusion/Inclusion Base consequence. • Breathing necklaces and chewing gum available to help stop vaping. 				<p>rewards in regard to smoking / vaping and implement</p> <ul style="list-style-type: none"> • Promote the site as a clear air environment. 	
30	Security checks and locking of building	<p>Security Operative may be subject to violence/aggression, physical or verbal abuse if responding to calls and intruders are on site. Late evening checks a particular risk in darkness.</p> <p>Lone working could exacerbate the consequence of any existing health condition if the operative remains undiscovered or unable to raise the alarm whilst working</p>	<ul style="list-style-type: none"> • Lone working procedures in place within Health and Safety Policy place and issued (see lone working section). • External lighting is in place and adequate. • Staff instructed possibly follow different procedure daily. • Building locked down as soon as possible at end of school day. • Mobile phone carried and lone working procedures followed • If a break-in has occurred, do not attempt to enter the premises until the police arrive. • Out of hours security for all Future Education buildings carried out by Phoenix Events. 	2	3	6	<ul style="list-style-type: none"> • School Operations Manager to work to ensure key numbers are exchanged and key holders such as the school cleaner operate a buddy system when they are working on their own. • School Operations Manager to review Phoenix's own Risk Assessment 	2 x 2 = 4
31	Other premises risks	<p>Students may become entangled in window blinds or drawstrings</p> <p>Students may slam doors during behavioural incidents and could cause impact injury to staff, other students, or self.</p>	<ul style="list-style-type: none"> • Remove all pull chord blinds from Pines building. • Replace with Roller blinds with security catches. • Regular premises safety inspections are undertaken and remedial actions completed quickly. • All uneven / tripping hazards painted with yellow paint. 	2	3	6	<ul style="list-style-type: none"> • Adequate signage to be added on stair case to highlight risk of stairs and to take extra care. 	3 x 2 = 6

		<p>Fingers may be trapped in closing doors (by hinges)</p> <p>Slip or fall on stairs in Pines Building.</p> <p>Fall from windows in Pines.</p> <p>Furniture catching on fire.</p> <p>Injuries from Hercules play equipment.</p> <p>Trees / branches may fall and cause injury / damage.</p> <p>Slips / trips / falls from uneven surfaces.</p>	<ul style="list-style-type: none"> • Appropriate door closers in place and checked regularly • Staff RPI and behaviour management procedures in place • Site security is secured through the operation of an automated security gate which prohibits the public entering the site during the school day. • We operate an open door policy however in times of emergency or serious incident doors in the immediate area may be locked to protect the health and safety of other staff and students. • Students, staff and visitors are all reminded to take care when walking up and down stairs. • Stairwell upgraded with safety boards on top landing balustrade of Pines Building following episode of dangerous climbing recorded 16/06/2023 through gaps in balustrade. • Tree risk assessment carried out following occupation and use of Pines Building – Ivy removed from main tree through from carpark to one to one building. • Regular maintenance of grounds and trees managed. Risk assessment to be shared with contractors. • Security catches installed on all top floor windows of Pines. • Pines upstairs Toilet window screwed shut. • All soft furnishings not meeting the required standard were sprayed with fire retardant spray in the Easter 2024 holidays. • Separate risk assessment produced. 					
Asbestos Management	Potential exposure to asbestos (although in Pines Building where following areas are disturbed by contractors (as per Asbestos assessment):	<p>Last inspector confirmed on 13/02/2023 that:</p> <p>No items of Asbestos found but presumed asbestos/no access or limitations in the following areas:</p>	2	4	8	<ul style="list-style-type: none"> • Regular visual inspection of areas identified as having asbestos regularly 	1 x 4 = 4	

			<p>Heater next to ground floor office (storage heater)</p> <p>Hallway within plasterboard boxing (ground floor) - above main entrance</p> <p>Lift (Inaccessible) – currently not in commission</p> <p>*Heater in lego therapy room replaced so now N/A</p> <ul style="list-style-type: none"> • All contractors provided with a copy of the report before carrying out works to negate risk of disturbance. • Asbestos survey to be carried out regularly. • Asbestos Management added to school Health and Safety Policy highlighting areas of potential disturbance. • Operations Manager and Caretaker completed online training working with Asbestos (as overseeing any contractor works). 				
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***For further information on vocational delivery for Motorcycle Mechanics, Construction, and Hair and Beauty please see subject specific risk assessments completed by tutor and relevant safety advice information.**

