



Contents:

1. Purpose
2. Context of the setting
3. Key risk areas
4. Control measures overview
5. Risk evaluation
6. Monitoring and review
7. Linked documents
8. Responsibilities
9. Review information





1. Purpose

This Whole-School Risk Assessment sets out the key risks associated with the operation of the school and the control measures in place to ensure the safety and wellbeing of all pupils, staff, visitors, and contractors. It provides a strategic framework for identifying, evaluating, and managing risk across the setting, ensuring compliance with relevant health and safety legislation and safeguarding requirements. The document is designed to be read alongside more detailed risk assessments and policies, and supports a proactive approach to risk management that reflects the complex needs of an SEMH specialist provision. Key risks are also tracked within the school's Risk Register for governance oversight.

2. Context of the setting

The school is a specialist SEMH primary setting supporting pupils with a range of social, emotional, and mental health needs, often alongside additional diagnoses such as autism spectrum condition and attention deficit hyperactivity disorder. Many pupils have experienced trauma, disrupted attachments, or adverse childhood experiences, which can impact behaviour, emotional regulation, and engagement with learning. As a result, behaviour is recognised as a primary risk factor, and the school adopts a relational, trauma-informed approach that prioritises safety, predictability, and consistency. Risk management is therefore closely linked to behaviour support, safeguarding, and staff practice.

Pupils may:

- experience emotional dysregulation
- display behaviours that challenge
- require high levels of supervision and support
- have experienced trauma or adverse childhood experiences

3. Key risk areas

Safeguarding

Safeguarding is a central priority within the school, given the vulnerability of the pupil cohort. Risks may include harm to self, harm from others, or exposure to unsafe situations both within and beyond the school environment. The school mitigates these risks through robust safeguarding systems, including clear reporting procedures, trained Designated Safeguarding Leads, regular staff training, and effective information sharing. All staff are expected to maintain vigilance and respond promptly to any concerns, ensuring that safeguarding is embedded in all aspects of practice.

Risks:

- Vulnerable pupils due to SEMH needs
- Risk of harm to self or others
- Exposure to unsafe situations

Control measures:

- Robust safeguarding policy and procedures
- Trained Designated Safeguarding Leads (DSLs)





- Staff safeguarding training (including updates)
- Secure site and supervision systems
- Recording and reporting systems (e.g. CPOMS)

Behaviour and SEMH needs

In an SEMH setting, behaviour presents a significant and ongoing area of risk. Pupils may display behaviours such as aggression, absconding, or emotional dysregulation, particularly when overwhelmed or unable to communicate their needs effectively. The school manages these risks through individualised risk assessments, behaviour support plans, and consistent staff approaches. Emphasis is placed on understanding triggers, implementing preventative strategies, and responding in a calm and proportionate manner. Staff are trained in de-escalation and, where necessary, positive handling techniques, ensuring that responses prioritise safety and dignity. Consistency of staff response is critical in reducing risk and is supported through training, clear expectations, and shared approaches.

Risks:

- Physical aggression
- Emotional dysregulation
- Absconding
- Damage to property

Control measures:

- Individual SEMH risk assessments
- Behaviour support plans
- Consistent staff approaches and training
- High staff-to-pupil ratios
- De-escalation strategies and positive handling (where appropriate)
- Structured routines and predictable environments

Supervision

Effective supervision is essential to maintaining safety across the school. Given the needs of the pupil cohort, it is critical that pupils are appropriately supervised at all times, particularly during transitions and unstructured periods. The school ensures clear expectations for staff regarding supervision, supported by staffing structures, deployment plans, and routine headcounts. This reduces the risk of pupils becoming unsupervised or accessing unsafe areas, and supports a consistent and controlled environment.

Risks:

- Pupils becoming unsupervised
- Unsafe movement around the site

Control measures:

- Staff remain with pupils at all times
- Clear supervision expectations
- Staff deployment plans





- Registers and headcounts during transitions

Site safety

The physical environment presents a range of potential risks, including slips, trips, falls, and the misuse of equipment. The school manages these through regular site inspections, maintenance programmes, and risk assessments for specific areas such as playgrounds and specialist spaces. Secure entry systems are in place to prevent unauthorised access, and all staff are responsible for reporting hazards promptly. The environment is also adapted where necessary to support pupils with SEMH needs, ensuring it remains calm, safe, and accessible.

Risks:

- Slips, trips, and falls
- Unsafe use of equipment
- Unauthorised access to site

Control measures:

- Regular site inspections
- Maintenance of buildings and equipment
- Secure entry systems
- Risk assessments for specific areas (e.g. playground)

Fire Safety

Fire safety is managed through a combination of preventative measures, regular maintenance, and clear procedures. The school maintains an up-to-date Fire Risk Assessment and ensures that fire detection and alarm systems are tested regularly. Fire drills are conducted termly to ensure that staff and pupils are familiar with evacuation procedures. Personal Emergency Evacuation Plans are in place where required, ensuring that all individuals can evacuate safely. Staff are trained to prioritise evacuation and safety, in line with established fire procedures.

Risks:

- Fire and smoke hazards
- Unsafe evacuation

Control measures:

- Fire Risk Assessment
- Fire procedures and evacuation plans
- Regular fire drills
- Fire alarm testing and maintenance
- Personal Emergency Evacuation Plans (PEEPs) where required

Visitors and contractors

Visitors and contractors present a potential safeguarding and security risk if not appropriately managed. The school mitigates this through strict sign-in procedures, visitor identification systems, and expectations that all visitors are supervised while on site.





Safeguarding information is shared where appropriate, and contractors are required to adhere to school policies and procedures. These measures ensure that the presence of visitors does not compromise the safety of pupils or staff.

Risks:

- Unsupervised visitors
- Unknown individuals on site

Control measures:

- Signing-in procedures
- Visitor identification badges
- Supervision of visitors at all times
- Safeguarding checks where appropriate

Educational visits

Educational visits introduce additional risks due to the change in environment and routine. The school manages these through detailed, visit-specific risk assessments, careful planning, and appropriate staffing ratios. Staff are briefed in advance, and emergency procedures are clearly established. Consideration is given to the specific needs of pupils, including behavioural and medical factors, ensuring that visits are both safe and inclusive.

Risks:

- Off-site safety
- Transport risks
- Environmental hazards

Control measures:

- Visit-specific risk assessments
- Staff planning and briefing
- Appropriate staffing ratios
- Emergency procedures in place

Medical needs and first aid

Pupils may have a range of medical needs that require careful management. Risks include medical emergencies and incorrect administration of medication. The school addresses these through individual healthcare plans, trained first aid staff, and secure systems for storing and administering medication. Clear procedures are in place to respond to medical incidents, ensuring that pupils receive timely and appropriate care.

Risks:

- Medical emergencies
- Incorrect administration of medication

Control measures:

- Individual healthcare plans





- Trained first aid staff
- Secure medication storage
- Clear procedures for medical emergencies

Online Safety (Digital Risk and Safeguarding)

Storyybrook recognises that online safety is a key aspect of safeguarding and forms part of the school's wider duty to protect pupils from harm both online and offline.

As a specialist SEMH provision, we acknowledge that pupils may be more vulnerable to online risks due to factors such as impulsivity, difficulties with emotional regulation, and challenges in forming safe relationships. These vulnerabilities may increase the likelihood of pupils engaging in or being exposed to unsafe online behaviour.

Online risks are considered within the school's overall safeguarding framework and are responded to in line with the Safeguarding and Child Protection Policy.

Key risks

Risks to pupils online may include:

- exposure to harmful or inappropriate content
- online abuse, grooming and exploitation
- cyberbullying
- harmful sexual behaviour, including sharing of images
- radicalisation and exposure to extremist content
- risks associated with social media, gaming and online communication

Control measures

The school mitigates online risk through:

- robust filtering and monitoring systems to prevent access to harmful content
- supervised access to technology within school
- a structured curriculum that teaches pupils how to:
 - stay safe online
 - recognise and manage risk
 - report concerns
- a trauma-informed and relational approach to responding to online incidents
- clear reporting procedures where all concerns are escalated to the Designated Safeguarding Lead (DSL)
- regular staff training on online safety as part of safeguarding training
- strong partnership with parents/carers, including expectations outlined in the Home-School Agreement

Safeguarding response

All online incidents are treated as safeguarding concerns.

Staff will:

- respond in a calm, non-judgemental and supportive manner





- avoid investigating independently
- report concerns immediately to the DSL
- consider online behaviour within the wider safeguarding context

Changes in behaviour, dysregulation, withdrawal or emotional distress may indicate online harm and must be monitored and recorded accordingly.

4. Control measures overview

Risk across the school is managed through a combination of policies, procedures, staff training, and environmental adaptations. A proactive approach is taken, with emphasis on prevention, early intervention, and consistency of practice. Individual needs are addressed through personalised planning, including EHCPs and risk assessments. Regular communication and collaboration between staff ensure that control measures are implemented effectively and reviewed as required.

Across all areas, risk is managed through:

- clear policies and procedures
- staff training and regular updates
- individualised planning (EHCPs, SEMH risk assessments)
- strong supervision and staffing
- safe and structured environments
- regular monitoring and review

5. Risk evaluation

Risks are evaluated using a structured approach that considers both the likelihood of occurrence and the potential severity of impact. Each risk is scored using a 1-5 scale for likelihood and severity, and the combined score determines the overall risk level and priority for action.

This approach enables the school to prioritise risks effectively, implement appropriate control measures, and ensure that higher-level risks are addressed promptly and proportionately.

Risk Scoring System

- Likelihood (1-5): the probability of the risk occurring
- Severity (1-5): the potential impact if the risk occurs

Overall Risk Score = Likelihood × Severity

Risk Levels

- **1-5:** Low risk - managed through routine procedures
- **6-11:** Medium risk - requires planned control measures and monitoring
- **12-25:** High risk - requires immediate action and close monitoring





Risk Indicator Matrix

| Risk Indicator | Suggested Timeframe |
|----------------|------------------------------|
| 20-25 | As soon as possible |
| 19-19 | Within the next three months |
| 6-11 | Within the next six months |
| 1-5 | Whenever viable to do so |

| Risk indicator matrix | | | | | | |
|-----------------------|----------|---|----|----|----|----|
| Likelihood | 5 | 5 | 10 | 15 | 20 | 25 |
| | 4 | 4 | 8 | 12 | 16 | 20 |
| | 3 | 3 | 6 | 9 | 12 | 15 |
| | 2 | 2 | 4 | 6 | 8 | 10 |
| | 1 | 1 | 2 | 3 | 4 | 5 |
| | | 1 | 2 | 3 | 4 | 5 |
| | Severity | | | | | |

| Severity (consequence) |
|--|
| <ol style="list-style-type: none"> 1. Negligible (delay only) 2. Slight (minor injury/ damage/ disruption) 3. Moderate (lost time, injury, illness, damage, lost business) 4. High (major injury/ damage, business interruption, disablement) 5. Very high (fatality/ business closure) |





| Likelihood |
|------------------------------|
| 1. Improbable/ very unlikely |
| 2. Unlikely |
| 3. Even chance/ may happen |
| 4. Likely |
| 5. Almost certain/ imminent |

6. Monitoring and review

This Whole-School Risk Assessment is a live document and is subject to regular review. It is formally reviewed on an annual basis, as well as following any significant incident or change in the school environment or pupil cohort. Ongoing monitoring is carried out by senior leaders, ensuring that risk management remains responsive and effective. Feedback from staff and incident analysis informs continuous improvement.

This Whole-School Risk Assessment is:

- reviewed annually
- reviewed following any significant incident
- updated in response to changes in pupil needs or environment

Monitoring is led by the Headteacher/ Responsible Person, with input from senior leaders and relevant staff.

7. Linked Documents

This document forms part of a wider framework of policies and procedures that collectively support the safe operation of the school. It should be read alongside key documents including the safeguarding policy, behaviour policy, fire safety policy, and individual risk assessments. This integrated approach ensures consistency and avoids duplication, supporting a coordinated response to risk.

This document should be read alongside:

- Fire Safety Policy and Fire Procedures
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Individual SEMH Risk Assessments
- Educational Visits Policy
- Health and Safety Policy

The Whole-School Risk Assessment should also be read alongside the school's Risk Register, which tracks strategic risks at governance level





8. Responsibilities

The Headteacher, as the Responsible Person, holds overall responsibility for ensuring that risks are identified, assessed, and managed effectively. Senior leaders support this through oversight and monitoring, while all staff share responsibility for implementing procedures, maintaining vigilance, and reporting concerns. This collective approach ensures that risk management is embedded across the school.

All staff are responsible for:

- following risk assessment procedures
- maintaining vigilance
- reporting concerns
- supporting the safety and wellbeing of pupils

9. Review information

This document includes clear review dates and named responsibility to ensure accountability. Regular review ensures that the risk assessment remains accurate, relevant, and responsive to change, supporting ongoing compliance and continuous improvement. Leaders will regularly analyse incident patterns and emerging risks to inform strategic planning and continuous improvement.

