

Potential Contextual Safeguarding areas of risk¹

Each School has a separate contextual area of risk and mitigation.

Area of risk	Mitigation
Child on child and relationship abuse.	<ul style="list-style-type: none"> • School ensures a safe and supportive environment. • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • When completing social care assessments, Keeping Children Safe in Education guidance advises that we provide as much information as possible on wider environmental factors, so that all available evidence and contexts of abuse can be considered. • RSHE lessons cover different types of abuse, how to identify them, what to do as well as healthy relationships. • All staff are trained to spot the signs, be vigilant, share information and act effectively.
Criminal/ sexual exploitation/ online abuse.	<ul style="list-style-type: none"> • School assesses the risks that young people may be exposed to outside their school, as well as inside it by parent and pupil voice, liaising with local agencies. • Workshops and leaflets to increase awareness for parents or those in our local community about how to recognise signs of exploitation or abuse, how young people can stay safe online and offline, and who to contact if they notice any warning signals. • School works closely with parents and builds positive relationships to mitigate impacts of social media abuse. • All staff are trained to spot the signs, be vigilant, share information and act effectively.
Missing episodes.	<ul style="list-style-type: none"> • School ensures a safe and supportive environment. • There is a safe space in school for young people and/or families to talk to school about experiences. • School works closely with families and EWO as well as LA to ensure children are not missing in education. • School office procedures on absences mitigate risks through contact of families and emergency contacts and EWO home visits. • All staff are trained to spot the signs, be vigilant, share information and act effectively.
Risks associated with gangs.	<ul style="list-style-type: none"> • School ensures a safe and supportive environment. • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • Involvement with PCSO and DARE programme ensures children can learn about the risks of gangs and knife crime. • All staff are trained to spot the signs, be vigilant, share information and act effectively.
Risks associated with radicalisation.	<ul style="list-style-type: none"> • PREVENT training is a compulsory part of CP and safeguarding training. • All staff are trained to spot the signs, be vigilant, share information and act effectively. • School ensures a safe and supportive environment • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college.
Safeguarding risks in public spaces.	<ul style="list-style-type: none"> • Visits to public spaces are risk assessed, adults and children briefed, and appropriate action is taken to reduce risk as far as possible. • School ensures a safe and supportive environment • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college.
Trafficking and modern slavery.	<ul style="list-style-type: none"> • Compulsory CP and safeguarding training. • All staff are trained to spot the signs, be vigilant, share information and act effectively. • School ensures a safe and supportive environment • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • School works closely with police and social care to safeguard pupils.
Harmful sexual behaviour ¹⁴	<ul style="list-style-type: none"> • Compulsory CP and safeguarding training. • All staff are trained to spot the signs, be vigilant, share information and act effectively. • School ensures a safe and supportive environment • There is a safe space in school for young people and/or families to talk to school about experiences.

	<ul style="list-style-type: none"> • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • RSHE lessons cover appropriate touch, feelings and how to seek help.
FGM	<ul style="list-style-type: none"> • Compulsory CP and safeguarding training. • All staff are trained to spot the signs, be vigilant, share information and act effectively. • School ensures a safe and supportive environment • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • RSHE lessons cover appropriate touch, feelings and how to seek help.
Domestic/cultural abuse	<ul style="list-style-type: none"> • All staff are trained to spot the signs, be vigilant, share information and act effectively. • School ensures a safe and supportive environment • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • Positive relationships are built with parents and family for them to feel safe to seek support from the school.
Mental Health	<ul style="list-style-type: none"> • All staff are trained to spot the signs, be vigilant, share information and act effectively. • School ensures a safe and supportive environment • There is a safe space in school for young people and/or families to talk to school about experiences. • RSHE lessons cover self-esteem, self-care, feelings and how to seek help. • School engages with partner agencies who support SEMH: ELSA, BeUSupport, Counselling, NottAlone.