



SMART Response[®]

Foundation Pack

Risk Assessment

Guidance on what risks to look for — site, staffing, location, procedures — plus a sample assessment format.

Foundation Plan

SMART Levels 0–4

Proportionate Response

Aim: turn awareness into a practical, site-specific risk assessment that leaders can use before, during and after a SMART Response[®] incident.

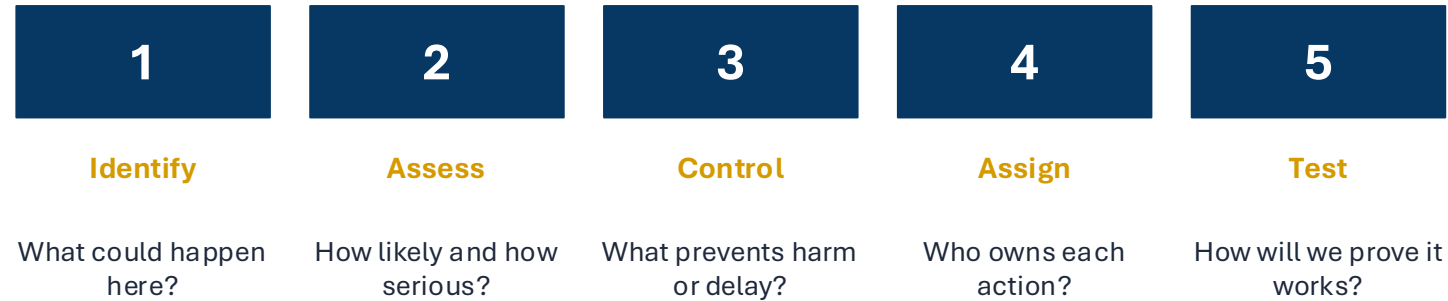


Source alignment: SMART Response[®] policy, DfE school/college security guidance, DfE Martyn's Law education settings guidance and HSE risk assessment principles.

1. Purpose of the Risk Assessment

Proportionate, practical, tested

SMART Response® uses a phased levelled approach. The risk assessment helps leaders identify what could stop the procedure working in practice.

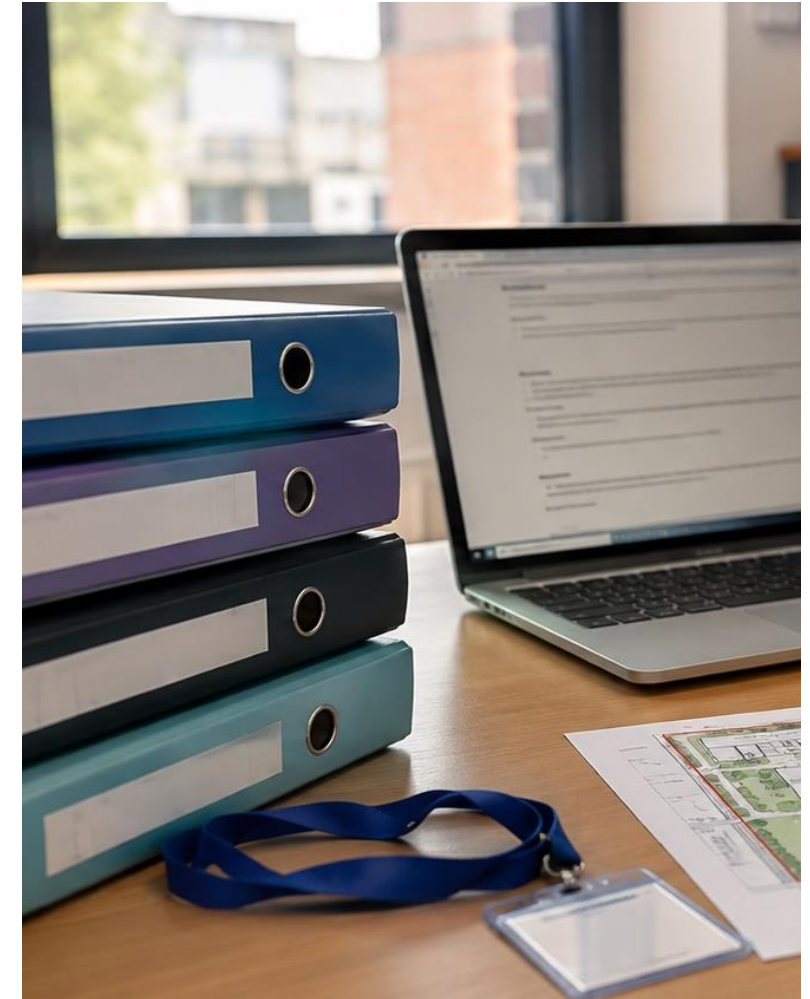


Use it to check

- the site can be secured quickly
- staff know their role and radio cues
- vulnerable pupils and visitors are considered
- decisions, actions and evidence are recorded

Do not use it as

- a generic paperwork exercise
- a substitute for drills and testing
- a reason to delay immediate safeguarding action



SMART Response® sets out a phased approach through Levels 0–4 and requires clear roles, communication and testing.

2. Risks to Look For

Site • People • Procedures



Site & building risks

- unsecured gates or entrances
- poor sight lines / hidden areas
- weak reception controls
- doors that cannot lock or close
- blind spots in CCTV coverage

Procedure risks

- unclear trigger points
- delayed escalation to Level 3/4
- radio dead spots or missed messages
- Bronze cards not available
- no tested parent/central comms route

People & staffing risks

- staff absence or cover lessons
- new, supply or agency staff
- large visitor/contractor numbers
- break, lunch and lesson changeover
- SEND, medical or mobility needs

Location risks

- public footpaths or shared access
- busy roads and arrival points
- neighbouring schools and businesses
- out-of-hours lettings
- community events and open evenings

Focus on vulnerabilities that affect speed, control, communication, welfare or the ability to secure zones.

3. Staffing, Command & Communication Checks

Gold • Silver • Bronze

Ask one question throughout:

“If this happened now, who leads, who acts, who records, and who communicates?”

Gold

Strategic intent, parameters and oversight

Silver

Threat assessment, tactical command, command centre

Bronze

Operational functions: emergency services, parents, central office, welfare

Support

Chief of Staff / Radio Operator and Scribe: information flow and log

Staffing prompts

- Who covers each role if absent?
- Do duty staff know radio cues?
- Can office and site teams act immediately?
- Can welfare support be stood up quickly?

Communication prompts

- Is the command centre accessible?
- Are emergency contact cards current?
- Are parent messages pre-agreed?
- Can actions be logged in real time?

SMART Response was developed in 2019, with initial funding from the Department of Education, supported by Chief of Staff Radio, and the South East



4. Sample Risk Assessment

Use this as a starting point, then adapt it to the actual building, staffing pattern and local context.

Risk Area	Example Risk	Existing / Required Control	Rating	Owner / Review
Reception / access	Unknown visitor enters beyond reception before challenge.	Controlled door, visitor sign-in, challenge protocol, reception radio cue.	Med	Office Manager / termly
Site perimeter	Gate left open at arrival or contractor access point.	Gate checks, contractor briefing, site team lock-down sweep, signage.	Med	Site Manager / monthly
Staffing	Key Bronze role absent during incident.	Named deputies, role cards in command centre, radio operator and scribe cover.	High	Headteacher / each drill
Communication	Radio dead spot delays escalation or all-clear.	Radio coverage test, spare radios charged, agreed fallback phone route.	Med	Operations Lead / termly
Welfare	Pupil or staff member distressed after all-clear.	Welfare Bronze, quiet room, safeguarding triage, parent contact route.	Med	DSL / after each incident

Training note: keep the language simple. The best assessments tell staff what to do, not just what the risk is.

Rating should reflect likelihood, severity and confidence in existing controls. Review following drills, incidents, site changes or staffing changes.

5. From Assessment to Implementation

Make it live, tested and reviewed

1

Complete site walk-through

entrances, blind spots, reception, routes, shared access

2

Map command roles

Gold, Silver, Bronze, deputies, scribe and radio operator

3

Check controls

locks, alarms, radios, CCTV, access points and visitor process

4

Test with a drill

observe response, timing, communication and welfare arrangements

5

Update the action plan

owner, target date, evidence, re-test date

Evidence to retain

- risk assessment and site notes
- role cards, contacts and maps
- drill observations and action plan

Review triggers

- building or staffing change
- new letting or public event
- incident, near miss or drill

Sources: SMART Response® policy; DfE School and college security guidance; DfE Martyn's Law education settings guidance; HSE risk assessment principles.



Foundation Pack outcome: each setting has a current, practical assessment that supports proportionate action through SMART Response® Levels 0–4.