Papplewick

Risk Assessment Policy for Pupil Welfare

1st December 2024
Roger Wood (Designated Safeguarding Lead)

Contents

1 Introduction

1.1 This is the *Risk Assessment Policy for Pupil Welfare* of Papplewick School (the **School**).

1.2 **Scope and Application:** This policy applies to the whole School.

1.3 **Publication and availability:** This policy is published on the School website and is available in hard copy on request. A copy of the policy is available for inspection from the School office during the School day.

1.4 **Purpose:** The aims of this policy are as follows:

1.4.1 to reduce the likelihood that pupils are harmed through negligence, lack of foresight or proper planning by setting out the School's active approach to managing risk to pupil welfare;

1.4.2 to implement a framework for the identification and assessment of risk(s) to pupil wellbeing and a systematic approach to ensuring that appropriate action is taken to reduce the risks that are identified;

1.4.3 to promote a child-centred approach to safeguarding and a culture of safety, equality and protection;

1.4.4 to actively safeguard and promote the welfare and well-being of pupils of the School; and

1.4.5 to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.

1.5 This policy has been prepared to meet the School's responsibilities under:

1.5.1 Education (Independent School Standards) Regulations 2014 in particular Part 3, paragraph 16 which requires the Governors to ensure that the welfare of the pupils at the School is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified;

1.5.2 Education and Skills Act 2008;

1.5.3 Childcare Act 2006;

1.5.4 Equality Act 2010;

1.5.5 Health and Safety at Work etc. Act 1974;

1.5.6 Data Protection Act 2028 and UK General Data Protection Regulation (UK GDPR);and

1.5.7 Regulatory Reform (Fire Safety) Order 2005.

1.6 This policy has regard to the following guidance and advice:

1.6.1 Keeping children safe in education (DfE, September 2024) (**KCSIE**);

1.6.2 The Independent School Standards Guidance for independent schools (DfE, August 2019) in particular paragraphs 4.26 - 4.28;

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1.6.3   [Working together to safeguard children](#) (HM Government, updated July 2023);

1.6.4   [Revised Prevent duty guidance for England and Wales](#) (HM Government, updated April 2021);

1.6.5   [Prevent duty: departmental advice for schools and childcare providers](#) (DfE, updated August 2015);

1.6.6   [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#) (DfE, July 2017);

1.6.7   [Advice and Guidance: How can we stop prejudice-based bullying in schools?](#) (Equality and Human Rights Commission);

1.6.8   [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (DfE, May 2024);

1.6.9   [Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance](#) (DfE, September 2021);

1.6.10   [Behaviour in schools; advice for headteachers and school staff](#) (DfE, February 2024);

1.6.11   [Searching, screening and confiscation; advice for schools](#) (DfE, September 2022);

1.6.12   [Working together to improve school attendance 2024](#) (DfE, August 2024);

1.6.13   [Children Missing Education](#) (DfE, August 2024);

1.6.14   [Providing remote education: guidance for schools](#) (DfE, August 2024);

1.6.15   [Mental health issues affecting a pupil's attendance: guidance for schools](#) (DfE, August 2024); and

1.6.16   Technical guidance for schools in England (Equality and Human Rights Commission, July 2024).

The School policies, procedures and resource materials that are relevant to this policy are set out under the heading "School policies". This policy should be read in conjunction with those.

2 Responsibilities

2.1 The Governors have overall responsibility for safeguarding and promoting pupil welfare and well-being at the School.

2.2 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	When / frequency of review
Approval of risk assessments	Deputy Head (Pastoral) Deputy Head (Middle School) Head of Lower School	Ongoing and as completed
Keeping the policy up to date and complaint with the law and best practice	Deputy Head (Pastoral)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	Deputy Head (Pastoral)	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Head (Pastoral)	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Deputy Head (Pastoral)	As required, and at least termly
Formal annual review	The board of governors	Annually

2.3 At an operational level, the Deputy Head (Pastoral) will:

2.3.1 ensure that the health, safety and wellbeing of pupils is suitably promoted;

2.3.2 ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;

2.3.3 ensure that key staff have clearly established roles and responsibilities;

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2.3.4   ensure that staff are appropriately trained to identify and deal with pupil welfare issues;

2.3.5   ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;

2.3.6   consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;

2.3.7   ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and across the whole school community to identify trends and issues of concern and to improve systems to manage these.

2.3.8   Monitor the implementation of this policy, as well as any action taken in response to a risk assessment, and evaluate effectiveness.

2.4   Those named in paragraph 4 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

3   Pupil welfare

3.1   The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

3.1.1   to promote a child centred and co-ordinated approach to safeguard pupils' welfare;

3.1.2   to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic well-being);

3.1.3   to identify children who may benefit from early help, those who may be in need and / or those suffering, or likely to suffer, harm;

3.1.4   to highlight that the law on child on child abuse is there to protect them rather than criminalise them;

3.1.5   to protect pupils from all types of abuse, violence, sexual violence, harassment, and exploitation and neglect;

3.1.6   to recognise that corporal punishment at the School can never be justified and force can never be used as a form of punishment;

3.1.7   to provide pupils with appropriate education, training and recreation to keep themselves safe and well, including PSHE Education and Relationships Education and Relationships and Sex Education (as appropriate);

3.1.8   to encourage pupils to report concerns and to contribute to society;

3.1.9   to highlight the importance of ensuring pupils understand the law on child on child abuse is there to protect them rather than criminalise them;

3.1.10   to protect pupils from the risk of honour based violence, FGM, radicalisation, extremism and being drawn into terrorism, modern slavery and human trafficking by

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[1] As defined by section 17 and / or section 47 of the Children Act 1989

actively promoting fundamental British values and providing appropriate support to those assessed as being vulnerable;

3.1.11 to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable;

3.1.12 to promote a whole-school approach to online safety and to protect pupils from the risks arising from the use of technology;

3.1.13 to listen to and respect pupils and in particular to listen to pupils' complaints and concerns, to complaints and concerns raise by others about pupil wellbeing / welfare and to investigate and manage such concerns effectively; and

3.1.14 to consult with stakeholders about issues of pupil welfare and ensure that appropriate training and support is provided to pupils.

3.2 The School recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by children of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the School's responsibilities to promote and safeguard the welfare of all its pupils.

3.3 In addition, when carrying out its assessments, the School will endeavour to take into account all relevant factors including, where appropriate:

3.3.1 a pupil's wishes and feelings, wherever possible;

3.3.2 their family circumstances;

3.3.3 the wider community context in which they are living;

3.3.4 wider contextual issues such as environmental and/or other extra-familial threats and/or new and emerging threats e.g. online threats.

3.4 The School addresses its commitment to these principles through:

3.4.1 **Prevention** - ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:

(a) ensuring through training that all staff are aware of and committed to this policy and the values set out;

(b) establishing a positive, supportive and secure environment in which pupils can learn and develop;

(c) including in the curriculum, sport and recreation arrangements, activities and opportunities for PSHE and relationships education and relationships and sex education which equip pupils with skills to enable them to protect their own welfare and that of others;

(d) providing appropriate medical and pastoral support that is accessible and available to all pupils;

(e)   providing pupils with the confidence and a mechanism to raise any problems, concerns or complaints they may have; and

(f)   providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with The Royal Windsor and Maidenhead Safeguarding Multi-Agency Threshold Guidance. The School will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for early help; and

(g)   creating a culture and environment that promotes pupil welfare, deters abuse and challenges inappropriate behaviour.

3.4.2   **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:

(a)   having a zero-tolerance attitude to abuse, maintaining an attitude of "it could happen here";

(b)   ensuring that pupils, staff and others, where necessary, are aware of the School's relevant processes and procedures and what is expected of them;

(c)   taking immediate and appropriate action in response to concerns about a child's welfare (even if they are considered to be low level and/or they do not presently meet the harm thresholds) and by keeping appropriate records;

(d)   managing the issue or concern in line with the appropriate policy, procedure or guidance and pastoral support processes;

(e)   proactively sharing information to help identify, assess and respond to risks or concerns about the safety and welfare of children with appropriate colleagues, agencies and involving pupils and their parents appropriately; and

(f)   being aware of changing or emerging threats to pupil welfare such as significant public health and security related incidents, increased reports of child on child abuse or emerging online or technological issues.

3.5   The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, online or offline, including abuse, bullying, violence and harassment, radicalisation, behavioural and health issues (both mental and physical).

3.6   Pupils may not feel ready or know how to tell someone that they are being abused, exploited, neglected and / or may not recognise their experiences as harmful. In accordance with the School's *Safeguarding and Child Protection Policy*, staff should seek to build trusted relationships with pupils to facilitate communication. Barriers to communication should not prevent staff exercising professional curiosity and speaking to the Designated Safeguarding Lead (DSL) if they have concerns about a pupil.

4   School Policies

4.1   The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare.

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
Safeguarding and child protection policy and procedures (including missing pupil policies)	Designated Safeguarding Lead
Recruitment, selection and disclosure policy and procedure	The Head The Bursar Head of HR
Staff Code of Conduct	The Head
Anti-bullying policy (pupils)	Deputy Head (Pastoral)
Attendance Policy	Deputy Head (Pastoral)
The Promotion of Good Behaviour Policy	The Second Master
Acceptable use of ICT policy for pupils	Head of ICT
Online safety policy	Head of ICT/Designated Safeguarding Lead
Health and safety policy	The Bursar
First aid policy	The School Nurse
Medicines in School policy	The Nurse
SEND Policy	Head of Learning Support
Supervision of Pupils	Second Master
Visitors, visiting speakers and contractors policy	Deputy Head (Pastoral)

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5   Risk assessment

5.1   Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified in accordance with the School's relevant policies or procedures as detailed above. The assessment and actions identified will usually be recorded in writing and regularly monitored and reviewed. More guidance on risk assessment can be found in Appendix 1.

5.2   The format of risk assessment may vary and may be included as part of the School's overall pastoral support system in response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate) or by using the attached risk assessment form at Appendix 3. Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

5.3   The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

6   Reporting and information-sharing

6.1   When assessing risks to pupil welfare and well-being at the School, all staff should also consider whether the matter should be reported internally and / or to external agencies and /or regulatory bodies, including but not restricted to, Children's Social Care, the police (including, in relation to those identified as being at risk of radicalisation, the Lead Prevent Officer (Thames Valley Police)), the Channel Police Practitioner, the Modern Slavery Trafficking Unit of the National crime Agency, Ofsted, the ISI, CAMHS and/or the Charity Commission.

6.2   The procedures for reporting safeguarding concerns are set out in the School's *Safeguarding and Child Protection Policy*. Consideration will be also be given to the need for the School to report a matter to the Modern Slavery Trafficking Unit of the National Crime Agency.

6.3   The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern.

6.4   The School will cooperate and adopt an active approach with Children's Social Care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

6.5   The DSL will take a lead role in all cases where a pupil is detained and questioned by the Police, to ensure that the pupil is supported by an appropriate adult in line with PACE Code C (Code of Practice for the detention, treatment and questioning of persons by Police Officers). The role of the appropriate adult is to:

6.5.1   Support, advise and assist the pupil when they are given or asked to provide information or participate in any procedure;

6.5.2   Observe whether the police are acting properly and fairly to respect the pupil's rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;

6.5.3 Assist the pupil to communicate with the police whilst respecting their right to say nothing unless they want to; and

6.5.4 Help the pupil understand their rights and ensure that those rights are protected and respected.

6.6 The School monitors pupil attendance and shall inform the applicable local authority in the appropriate circumstances of any pupil who is going to be added to or deleted from the School's admission register. The School will consider whether it is necessary to liaise with the local authority in circumstances where a parent has expressed an intention to home educate a child.

7   Training

7.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

7.2 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role.

7.3 The School maintains written records of all staff training.

8   Record keeping

8.1 The School will retain records of all welfare concerns, discussions and decisions made and the reasons for those decisions. This is likely to include the significant findings of relevant risk assessments.

8.2 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

8.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's Data Protection Policies and Procedures. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

9   Monitoring and review

9.1 Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly in order to ensure that pupil welfare issues are being appropriately managed, and to ensure that any potential patterns are identified, including patterns of low-level concerning, problematic or inappropriate behaviour.

9.2 This policy and related school procedures will be reviewed annually by the Board of Governors as part of the annual review of safeguarding and updated as necessary.

10   Version Control

Date of adoption of this policy	1st December 2024
Date of last review of this policy	1st December 2024
Date for next review of this policy	1st September 2025
Policy owner (SMT)	Deputy Head (Pastoral)
Policy owner (Proprietor)	Andrew McGregor

Appendix 1: Guidance on risk assessment

A pupil welfare risk assessment is a careful examination of what could cause harm to pupil welfare and a consideration of appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm.

Risk assessment can also be used to weigh up the decision to be taken.

The risk assessment process is not intended to create huge amounts of paperwork and neither should it be viewed as purely a tick box exercise. Its purpose is to identify sensible measures to control real risks - those that are most likely to occur and /or will cause the most harm if they do. Risk assessments will be concise and focused on determining appropriate ways to eliminate a hazard, or control the risk when a hazard cannot be eliminated.

When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a pupil; to include sexual violence, sexual harassment, cyber-bullying, abuse and the risk of radicalisation and extremism.

- the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare or as a result of monitoring patterns or issues affecting pupils' welfare generally at school.

Step 2: Decide who might be harmed and how

Identify individual pupils or groups of pupils who might be harmed and how they might be harmed by the concern raised. Complete a separate pupil welfare risk assessment for each pupil and use the checklist in Appendix 2 to help identify risks and protective factors. This may include an assessment of the needs of any potential victim(s) and/or alleged perpetrators and other children who may be at risk.

Step 3: Decide on the appropriate format for the risk assessment

Consider what format of risk assessment is most appropriate. For all cases of alleged sexual violence and in serious cases of sexual harassment the Local Authority risk assessment found in Appendix 5 should be used.

Relevant factors to take into account when considering if/which risk assessment is most appropriate would include:

- Risk of harm;
- Severity of allegations;
- Time and place of alleged incident, and actions required to make the situation safer;
- Urgency of mitigation steps;
- In practice, balancing the merits of recording a specific contemporaneous risk assessment against other demands on resources at the time;
- Impact of mitigation steps on any affected party, including victims, alleged perpetrators and parents.

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In the majority of cases where the risk relates to the welfare of an individual pupil, the form teacher and/ or head of year will form a support plan for the individual pupil. For more serious cases where a pupil is at risk of serious harm or where decision making is complex or where the risk assessment relates to the interaction between pupils (e.g. instances of bullying or child on child abuse) a full risk assessment (found in Appendix 3) is likely to be appropriate. The rationale for the format of the risk assessment should be recorded.

Step 4: Evaluate the risks and decide on precautions

Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare. Where appropriate take into account any special requirements or protected characteristics. Identify how information should be shared and follow any procedures regarding the internal authorisation of suggested precautions.

Step 5: Record your findings and implement them

Make a written record of your significant findings - the concern, the issues, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

There is no prescribed format for this record but any record produced should be simple and focussed on control measures and the steps the School proposes to take to manage the risk.

If the assessment is that the behaviour is of such high risk even with control measures in place that it could not be adequately managed in the school setting, consideration will need to be given to alternative plans for managing the pupil(s) presenting the alleged behaviour.

Step 6: Relevant consultation

Where required, permitted or appropriate, meet with the pupil, the pupil's parent(s) or carer(s) or third party eg professional involved with the pupil to discuss the risks and wishes and feelings of the pupil.

Step 7: Review your risk assessment and update, if necessary

Assessment should be a dynamic process which analyses and responds to the changing nature and level of need and/or risk. You should review what you are doing for the pupils identified and across the School generally and monitor and review the efficacy and / or the outcome of the measures you have put in place on a regular basis, or as required. This is particularly important when you are managing complex welfare issues such as child on child abuse, where both pupils remain in school.

Appendix 2: (Non-exhaustive) Checklist of factors to consider for a risk assessment of pupil welfare

In assessing the risks, the assessor should consider the factors listed below as well as using the factors to consider any involvement from outside agencies, for example requests for Early Help. The factors should be used to assess the nature and level of risk posed and / or faced by the pupil(s) in school including in relation to location, activities, contact with specific pupils, transport to and from school and contexts outside school.

Pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and / or may not recognise their experiences as harmful for a number of reasons; they may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and / or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Child's developmental needs

Age and understanding: e.g. developmental stage, concerns about developmental delay.

Health: e.g. physical health issue e.g. serious allergies / disability, mental health issue e.g. depression, self-harm, exhibits signs of an eating disorder, drug or alcohol use, smoking, suspicion of child being prepared for FGM, unsafe / inappropriate / abusive sexual behaviour, unmet medical needs e.g. failure to access medical attention, concerns about developmental delay.

Education: e.g. at risk of child on child abuse, exclusions, being missing from education (including for parts of the school day), frequent moves of school, behaviour record, SEND needs e.g. ASD, under / over achiever, poor home-school relationship.

Emotional and Behavioural development: e.g. display of extremist views, anti-social behaviour, illegal / offending behaviour, personality trait issues e.g. self-imposed goals, a one off incident or sustained pattern, is the behaviour at risk of escalating, what is the frequency of the behaviour.

Identity: e.g. gender, low self-esteem, sexuality.

Family and Social relationships: e.g. power imbalance, peer groups, social media / internet use, risk of bullying / being bullied, risk of sexual harassment and / or sexual violence, child / young person beyond parental control, at risk of modern slavery, trafficking or child sexual exploitation and or child criminal exploitation, is frequently missing / goes missing from care or from home, concerns about any other adult, including a staff member.

Social Presentation: e.g. social problems, lack of friendship groups, child's online presence.

Self-care Skills: e.g. lack of care of appearance, lack of personal hygiene, unsuitable clothing.

Child's wishes and views: e.g. reporting to police, choice.

Family and environmental factors

Community Resources: e.g. negativity towards family, non-engagement with services.

Parents and Carers:

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Basic Care, Safety and Protection: e.g. suspected / actual physical / emotional / or sexual abuse or neglect, appropriate supervision e.g. nannies / drivers / home alone arrangements.

Parental health problems: young carer, serious illness in family, drug / alcohol dependent parent and parent mental health issues.

Emotional Warmth: e.g. expectations of performance / pressure to achieve, poor attachment.

Guidance, Boundaries and Stimulation: e.g. boundaries unclear / not enforced, parents involved with criminal activity.

Family History and Functioning: e.g. boarder, divorce, parental relationship tensions e.g. potential breakup / difficulties with step parent, domestic abuse, single parent, absent parents, challenging sibling, Looked After Child, previous involvement with CSC, adopted child, privately fostered child, loss of significant adult, caring responsibilities, mental health issues.

Anti-social or criminal behaviour: eg: showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

Housing, Employment and Finance: e.g. loss of parental income / job, inappropriate housing, asylum seeker.

Family's Social Integration: e.g. lack of support networks, family socially excluded.

Appendix 3: Example template risk assessment

Papplewick
Individual Student Risk Assessment

Pupil Name: **Year Group:**   **Date:**   **Review Date:**   **Member of Staff:**

What is the safeguarding risk?	
What risks do they pose and to whom?	
Areas to be addressed (examples below) **Please add columns/amend risk subject in line with individual circumstances**	**Risk measures**
1. Picking up and dropping off arrangements	
2. Lessons	
3. Break and lunchtimes	
4. Changing for Games	
5. Minimising discussions in relation to incident	
6. Movement between lessons	
7. Evening Activities	
8. Toilets	

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9. Minimising interactions between pupils	
10. Conditions of Coming to School	
11. School trips and off-site visits	
12. Special educational needs	
13. Welfare needs	
14. Additional vulnerabilities	
15. Overnight accommodation in a boarding/residential school (if applicable)	
What further action is required to reduce the risk further?	
List any activities which <u>cannot</u> be safely managed, as far as it is possible to foresee.	