Building strong schools,
Building strong partnerships,
Building strong communities

SOUTHEND EAST COMMUNITY ACADEMY TRUST

RISK ASSESSMENT POLICY FOR PUPIL WELFARE

Status: ..... Statutory

Updated: ..... November 2024

Reviewed and ratified by: ..... SECAT Leadership Team

Signed by CEO

Next review date: …… November 2025

Published location: ..... www.secat.co.uk

Contents

Introduction 1
Responsibilities 2
Pupil welfare 4
School Policies 6
Risk assessment 8
Reporting and information-sharing 8
Training9
Record keeping 9
Monitoring and review 9
Appendix 1: Guidance on risk assessment 11
Appendix 2: (Non-exhaustive) Checklist of factors to consider for a risk assessment of pupil welfare 14
Appendix 3: Example template risk assessment 16
Appendix 4: Pupil Welfare Summary 22
Appendix 5: Risk Assessment for Children and Young People who Exhibit Sexually Inappropriate/Harmful Behaviours 24
Identifying Sexually Inappropriate/Harmful Behaviour 27

1 Introduction

1.1 This is the Risk Assessment Policy for Pupil Welfare of SECAT (the Trust).

1.2 **Scope and Application:** This policy applies to the whole Trust including the Early Years Foundation Stage (EYFS).

1.3 **Publication and availability:** This policy is published on the Trust website and is available in hard copy on request.

This policy can be made available in large print or other accessible format if required.

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 Trust's active approach to managing risk to pupil and student 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 and students of the Trust; 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 Trust's responsibilities under:

1.5.1 Education (Independent School Standards) Regulations 2014 in particular Part 3, paragraph 16 which requires the Trustees to ensure that the welfare of the pupils in the Trust 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 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);

1.5.3 Education and Skills Act 2008;

1.5.4 Childcare Act 2006;

1.5.5 Equality Act 2010;

1.5.6 Health and Safety at Work etc. Act 1974;

1.5.7 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR); and

1.5.8 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 2023) (**KCSIE**);

1.6.2 Working together to safeguard children (HM Government, updated July 2022);

1.6.3 Revised Prevent duty guidance for England and Wales (HM Government, updated April 2021);

1.6.4 Prevent duty: departmental advice for schools and childcare providers (DfE, updated August 2015);

1.6.5 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);

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

1.6.7 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018);

1.6.8 Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, September 2021);

1.6.9 Behaviour in schools; advice for headteachers and school staff (DfE, July 2022); and

1.6.10 Searching, screening and confiscation; advice for schools (DfE, September 2022).

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

2 Responsibilities

2.1 The Trust Board has overall responsibility for safeguarding and promoting pupil welfare and well-being in the Trust.

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

Task	Allocated to	When / frequency of review
Approval of risk assessments	School DSL	Ongoing and as completed

Task	Allocated to	When / frequency of review
Keeping the policy up to date and complaint with the law and best practice	Governance Manager	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	School DSL	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Trust's processes under the policy	School DSL	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	School DSL	As required, and at least termly
Formal annual review	Trust Board	Annually

2.3 At an operational level, the Headteacher of each Relevant School (The Headteacher) 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 Trust's policies and procedures on pupil health, safety and welfare;

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

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 Trust 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[1];

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 Trust 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 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

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

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 Trust 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 Trust is committed to promoting and safeguarding the welfare of all 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 Trust's responsibilities to promote and safeguard the welfare of all its pupils.

3.3 In addition, when carrying out its assessments, the Trust 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 Trust 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 Local Safeguarding Partnership. The Trust 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 Trust'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 Trust 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 Trust's Child Protection and Safeguarding 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 Trust Policies

4.1 The Trust 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**
Child Protection and Safeguarding Policy (Including Safer Recruitment, Allegations Against Staff And Low-Level Concerns)	Designated Safeguarding Lead for the Relevant School
Recruitment, selection and disclosure policy and procedure	Director of People
Staff Code of Conduct	Director of People

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
Anti-bullying policy (pupils)	Headteacher
Attendance Policy	Headteacher
Behaviour policy	Headteacher
Acceptable use of ICT policy for pupils	Trust ICT Manager
Online safety policy	Trust ICT Manager
Health and safety policy	Trust Estates Manager
First aid policy	Headteacher
Administration of medication policy / Health care procedure	Headteacher
Learning difficulties policy Accessibility plan	Trust Inclusion Lead
Educational visits policy	Headteacher
Visitors and visiting speakers policy	Headteacher

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 Trust'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 Trust'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 2 and / or the pupil welfare summary at Appendix 3. Regardless of the form used, the Trust'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.

5.4 Risk assessments are stored by the DSL. Assessments relating to individual pupils will be held on CPOMS

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 Single Point of Contact (CSPOC), the police (including, in relation to those identified as being at risk of radicalisation, the Lead Prevent Officer (Essex Police)), the Channel Police Practitioner, the Modern Slavery Trafficking Unit of the National Crime Agency, Ofsted, CAMHS and/or the Charity Commission.

6.2 The procedures for reporting safeguarding concerns are set out in the Trust's Child Protection and Safeguarding 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 Trust 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 Trust's paramount concern.

6.4 The Trust will cooperate and adopt an active approach with CSPOC, 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 Trust 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 Trust 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 Trust 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 Trust 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 Trust's Records Management Policy and Records Retention Schedule.

8.3 The information created in connection with this policy may contain personal data. The Trust's use of this personal data will be in accordance with data protection law. The Trust has published privacy notices on its website which explain how the Trust will use personal data. The Trust's approach to data protection compliance is set out in the Trust's Data Protection Policies and Procedures. In addition, staff must ensure that they follow the Trust'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 Trust Board as part of the annual review of safeguarding and updated as necessary.

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 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.

In the majority of cases where the risk relates to the welfare of an individual pupil, a **pupil welfare sheet** is likely to be appropriate. This allows teachers to adequately provide for that 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 Trust 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:

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. 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: e.g. 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

Concern / welfare issue:

Person(s) who may be relevant to the concern: [name of pupil(s), e.g. alleged victim, alleged perpetrator, bystanders, all pupils, staff][2]

Person(s) consulted for the purposes of the risk assessment: [names of pupil(s), parents / carers, staff, third parties e.g. a professional, police, CSC]

Other organisations to be contacted: [e.g. other school, reporting obligations]

Issues relating to confidentiality:

What are the risks / causes of harm?	**Who might be harmed and how?**	**How might they be harmed? What are the factors to be assessed?**	**What is the level of risk?** **L/M/H**	**What measures are already in place?**	**What further action is necessary?**	**Action by whom?**	**Action by when?**	**What is the new level of risk?** **L/M/H**	**Action completed?**	**Review date** By Whom? Comments
e.g. alleged bullying of Pupil A by Pupil B	Pupil A	Childs Development Needs Pupil A exhibits behaviour that is below an age expected level, recorded	M	Both pupils have been interviewed and investigation is ongoing.	Pupil A should not sit next to Pupil B in class. Lunchtime staff and playground supervisors to keep an eye on Pupils A and B at break times	Class teacher Lunch time and playground supervisors	Immediately Immediately	L	Yes - communicated to staff on [month year]	3 weeks Class teacher

[2] Staff at risk will not be assessed under this policy.

What are the risks / causes of harm?	Who might be harmed and how?	How might they be harmed? What are the factors to be assessed?	What is the level of risk? L/M/H	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	What is the new level of risk? L/M/H	Action completed?	Review date By Whom? Comments
		developmental delay. Potential power imbalance between Pupil A and B. Pupil B potentially developing a pattern of behaviour, second incident.			and report any incidents to [name].					
Pupil A has been overheard telling Pupil B that [he / she] intends to travel to Syria to live	Pupil A, (Pupil B and other pupils - not currently subject to a separate risk assessment.)	Childs Development Needs Behaviour log records many incidents of concern.	H	Both Pupil A and B have been spoken to and interviewed by the DSL and the parents, the police and children's social	Pupil A should be referred to the Channel Programme. Obtain pupil and parent consent to engage in the	DSL DSL	Immediately	M	Yes Referred to the Channel Programme on [month year]	1 week DSL

What are the risks / causes of harm?	Who might be harmed and how?	How might they be harmed? What are the factors to be assessed?	What is the level of risk? L/M/H	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	What is the new level of risk? L/M/H	Action completed?	Review date By Whom? Comments
a better life.		Low self-esteem Online presence suggests possible involvement with persons with known extreme views.		services have been informed.	Channel programme					
e.g. Pupil A has alleged that she was sexually touched by Pupil B on the bus on the way to school.	Pupil A, (Pupil B and other pupils subject to own separate risk assessment.)	Childs Development Needs Pupil A has ongoing SEND needs. Lack of peer relationships for pupil A. Potential power	H	Referral has been made to CSPOC on the same day, submitting a MARF (Multi Agency Referral Form) for both children. The MARF led to immediate	Pupil B to have an amended timetable so that he is not in any class with Pupil A (to be kept under review pending further advice	DSL	Immediately	M	Yes Pupil B timetable amended. Specific staff informed. Trusted adult agreed with Pupil A	3 days or immediately upon contact from CSC / police Consideration to be given to aspects of school's systems e.g. staff training

What are the risks / causes of harm?	Who might be harmed and how?	How might they be harmed? What are the factors to be assessed?	What is the level of risk? L/M/H	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	What is the new level of risk? L/M/H	Action completed?	Review date By Whom? Comments
		imbalance between pupil A and B. Has Pupil A suffered physical harm due to Pupil B's alleged actions.		police involvement. There are presently no bail conditions or recommendations that Pupil B is suspended.	from authorities) Specific teaching staff to be briefed on the need to ensure the children are not together. Pupil A given a trusted adult she could go to at any time: staff member will meet with her regularly and support her with break and lunchtime arrangements	Teaching staff Trusted adult				on child-on-child abuse

What are the risks / causes of harm?	**Who might be harmed and how?**	**How might they be harmed? What are the factors to be assessed?**	**What is the level of risk?** L/M/H	**What measures are already in place?**	**What further action is necessary?**	**Action by whom?**	**Action by when?**	**What is the new level of risk?** L/M/H	**Action completed?**	**Review date** By Whom? Comments
e.g. Pupil A regularly missing education due to concerns about CEV parent	Pupil A	Childs Development Need Increased risks to mental health risks Risk of falling behind with education Increased isolation and Pupil A at increased safeguarding risk of abuse or neglect	H	Report made to DSL School has reached out to Pupil A and her parents to understand and work through their concerns	Continue to support and work with Pupil A and parents to increase confidence in returning to school Stress the compulsory nature of school to parents and need to report to Local Authority if attendance does not improve	Head/DSL	Immediately	M	Yes Meeting held with parents Absence reported to Local Authority	1 week DSL

Risk assessment undertaken by: [name of member of staff]

Date:

Authorised by:

Signed:

Date:

Review date:

Appendix 4: Pupil Welfare Summary

Name:

Risk Level 0/1/2/3

0 – no current concerns 1 – some concerns 2 – more long term/higher risk concerns

3 - high risk. Risk assessment in place which you **must read**.

The information in this document is CONFIDENTIAL (although taken from the pupil's Bromcom/CPOMS file) and should only be read if you teach/come into regular contact with the pupil. It is designed to enable you to provide/target the best possible all round support to the pupil. Please do not print it/email it or share it with anyone. You should only discuss with the pupil or parents if there is good reason to do so and **only** after discussion with the pupil's teacher beforehand. If you have queries or concerns please contact the Headteacher. Thank you.

Summary/background of difficulty

Details of risk to welfare – Highlight applicable risk types

RISK TYPE	**RISK TYPE**
Anxiety	Lack of self-confidence
Unhelpful coping strategies	Low self-esteem
Low mood	Anger
Eating disorder	Perfectionist tendencies
Very high standard set	Social interactions
Risk taking behaviours	Sleep problems
Suicidal ideation	Family illness
Addiction (Gaming etc)	Family bereavement
Finds communicating challenges difficult	Gets overwhelmed

Strategies to support pupil/minimise risk – Highlight applicable risk types

STRATEGY TYPE	**STRATEGY TYPE**
Monitor overworking	Allow brief drinks breaks/toilet breaks
Try not to respond to emotional outbursts with your own emotional response	Follow missing pupil procedure as a priority
Avoid confrontation	Avoid asking direction questions if time out card placed on desk
Respond to “acting out” calmly and firmly	Provide reassurance/clarification
Ensure working groups are pre-determined	Extra praise where warranted
Monitor sudden drop in work produced	
Individual support can help	

Appendix 5: Risk Assessment for Children and Young People who Exhibit Sexually Inappropriate/Harmful Behaviours

Risk assessment

For young people who exhibit sexually inappropriate or harmful behaviours

Please note that this risk assessment is designed as a template and should be adapted to reflect the needs of the individual school as required. It should be used flexibly as it is made clear in statutory guidance that schools must consider every report of sexually inappropriate/harmful behaviour on a case by case basis.

What incident, information, disclosure or allegation triggered this risk assessment?

If more than one young person was involved in the incident, a risk assessment should be undertaken for each child including the victim(s) and perpetrator(s).

Pupil Name:	DOB:	Male / Female
Current Attendance %:		EHA/ CIN/ CP/ PSP
Lead Professional: (if other involved services)		Other pupils involved:

Describe the identified risk **as factually as possible**. Bullet points often make this process clearer. State who was involved, where it happened, who observed, exactly what happened etc. Remember to also describe clearly any behavioural or physical signs you have observed and avoid leading questions. Outline if the alleged incident is a one off or a sustained pattern of behaviour.

[Expand the text boxes as required to fully capture relevant information.]

Risk categories to consider

Please note that this risk assessment is designed as a template and should be adapted to reflect the needs of the individual school as required. Please include relevant additional questions as required for your school.

A.	**Continuing Education**			**Details and if identified as a risk, then transfer to Risk Management Action Plan sheet**
1	Is the current placement and provision appropriate?			
2	If YES, give a brief outline of the educational provision provided:			
3	If NO, give an outline of the proposed plans for education (if suspension is used as a sanction please specify how education will be provided)			
B.	**Police/YOS Involvement**	**Yes**	**No**	
1	Does this incident constitute a report of rape, assault by penetration or sexual assault?			If yes, when how and by whom was information shared with police?
2	Has a crime (other than those outlined above) been committed?			If yes, when how and by whom was information shared with police?
3	Is there a crime number and/or police reference numbers for points 1 and/or 2? If so where has this been noted/referenced?			
4	Are there any criminal convictions or cautions?			

5	Are there any bail conditions?			
6	Does the young person have an insight into the level of risk for themselves and others?			
C.	**CSPOC Involvement**	**Yes**	**No**	
1	Has the child to whom this risk assessment relates been harmed or are they at risk of harm?			If yes, then this needs to be referred to CSPOC. When how and by whom was this referral made?

Future proximity of the victim(s) and perpetrator(s):

"…Reports of rape and assault by penetration are likely to be especially difficult for the victim, and close proximity to the alleged perpetrator(s) is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with local authority CSPOC and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately."

(Keeping Children Safe in Education, Part 5, 2023)

D.	Identified risks in school/College	Yes	No	Details and if identified as a risk, then transfer to Risk Management Action Plan sheet.
	Shared Classes			
1.	Do the victim(s) and alleged perpetrator(s) share any classes? *N.B. For reports of rape or assault by penetration, the alleged perpetrator should be removed from any classes they share with the victim. This should also be considered for other reports of sexual violence or harassment*			
	Where Shared Classes will continue			
2.	Are there areas within the classroom such as blind spots which could create a risk?			
3.	Are adjustments needed to seating plans and/or the layout of the classroom?			

4.	What arrangements are in place for young people and staff leaving the classroom? (for example, to attend support meetings, toilet, medical room)			
5.	Are there identifiable risks for practical subject areas where pupils may move around the room, for example: D&T, Art, Drama?			
	Hallways and corridors			
6.	Are young people supervised or able to be seen at all times (e.g. through windows)?			
7.	Are there any cupboards or empty rooms which could be accessible to young people?			
8.	When moving from one area to another, are young people supervised at all times?			
	Outside Areas	**Yes**	**No**	**Details and if identified as a risk, then transfer to Risk Management Action Plan sheet.**
9.	Are young people supervised or able to be seen at all times from all areas of the outdoor space?			
10.	Is there a need to make certain areas 'out of bounds' either temporarily or permanently?			
11.	Do staffing levels afford adequate supervision of all areas?			
12.	Do you need to plan additional lunch and break time supervised activities?			
	Toilets and Changing Facilities for PE /swimming (this applies to in-school and external facilities).			
13.	Do the locations of, or access to, toilet facilities cause a problem?			
14.	Does the changing facilities cause a problem?			

15.	Are staff able to supervise changing appropriately, for all concerned, in line with their duty of care?			
16.	Are there any alternative changing arrangements available?			
E.	**School Transport, Trips and Residential Visits**			
1.	Are there any risks relating to school transport before and after college?			
2.	Are there any forthcoming events in the school calendar which need to be planned for on an individual basis, e.g. sports days, collapsed timetable days?			
3.	Are there any planned visits off site or residential visits that the children may be involved in? (DofE, After school clubs and trips) *An additional, separate risk assessment is recommended to address risks associated with trips and visits, especially residential trips.*			

Preventative Education Through Relationships and Sex Education

F.	Young People	Yes	No	Details and if identified as a risk, then transfer to Risk Management Action Plan sheet.
1.	Have all young people been taught how to judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice?			
2.	Have all young people been taught the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflicts, reconciliation and ending relationships?			
3.	Have all young people been taught how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)?			
4.	Have all young people been taught what constitutes sexual harassment and sexual violence and why these are always unacceptable?			
5.	Have all young people been taught that some types of behaviours within relationships are criminal including violent behavior and coercive control?			
6.	Do all young people have an understanding that abuse can occur in intimate personal relationships (sometimes known as 'teenage relationships')			
7.	Have all young people been taught the impact of viewing harmful content (online) and that sharing and viewing indecent images of children (including those created by children) is against a criminal offence which carries severe penalties including jail?			
8.	Are all young people aware of whom they can go to if they have a worry/concern?			

Raising Staff Awareness

G.	Staff	Yes	No	Details and if identified as a risk, then transfer to Risk Management Action Plan sheet.
1	Have all staff, including volunteers and Governors, read Part 1 and Annex B of Keeping Children Safe in Education 2023 and are they aware of their safeguarding responsibilities?			
2	Are all staff (including supply staff and volunteers) aware that 'child on child' abuse forms part of the school's safeguarding response.			
3	Have all staff (including supply staff and volunteers) received training about how to spot signs and indicators of abuse and how to respond to a young person who makes a disclosure?			
4	Do all staff understand the importance of understanding 'intra' familiar harms?			
5	Are all staff aware of the process for passing on concerns and aware of the identities of the Designated Safeguarding Leads and Deputies?			
6	Have all staff signed to say that they have read and understood the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings?			
7	Have all appropriate staff been informed of the concerns around this young person on a 'need to know' basis?			

Young Person's Voice

Schools and colleges need to consider…

"….The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school or college's duty and responsibilities to protect other children."

Keeping Children Safe in Education, Part 5, 2023

''It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong..''

''It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them..

(Keeping Children Safe in Education September 2023)

It is good practice to try to elicit the young person's views and to feed this into the Risk Management Action Plan. Questions that may be worth exploring with the young person include: *What does the young person want to happen next? Are there times during the school day or locations within the school which are making them feel unsafe or causing them concern? What would help them to feel safer in school? Which adult in school do they feel that they can talk to?*

Risk Management Action Plan

Identified Risk	Existing preventative and protective measures	Action: additional measures required	Who is responsible?	Timescale	How will you know that the risk has been reduced?

Completed by: **Role:** **Today's Date:**

Review Date:

Shared with parent(s)/carer(s): **Date shared with parents:**

(Record names)

Risk Management Action Plan Review

Identified Risk	Existing preventative and protective measures	Action: additional measures required	Who is responsible?	Timescale	How will you know that the risk has been reduced?

Completed by: **Role:** **Today's Date:**

Further Review Date:

Shared with parent(s)/carer(s): **Date shared with parents:**

(Record names)