

CLIFTON



COLLEGE

# **Risk Assessment Policy for Pupil Welfare**

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**Clifton College**

September 2023

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## 1 Aims

1.1 This is the risk assessment policy for pupil welfare of Clifton College (**College**).

1.2 The aims of this policy are as follows:

- 1.2.1 to reduce the likelihood that pupils are harmed through negligence, lack of foresight or proper planning by setting out the College's active approach to managing risk to pupil welfare;
- 1.2.2 to implement a framework for the identification and assessment of risk(s) to pupil wellbeing<sup>1</sup> and a systematic approach to ensuring that appropriate action is taken to reduce the risks that are identified;
- 1.2.3 to promote a child-centred approach to safeguarding and a culture of safety, equality and protection;
- 1.2.4 to actively safeguard and promote the welfare and wellbeing of pupils of the College; and
- 1.2.5 to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.

## 2 Scope and application

2.1 This policy applies cross College, including the Early Years Foundation Stage (**EYFS**).

## 3 Regulatory framework

3.1 This policy has been prepared to meet the College's responsibilities under:

- 3.1.1 [Education \(Independent School Standards\) Regulations 2014](#), in particular Part 3, paragraph 16 which requires the proprietor to ensure that the welfare of pupils at the College 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<sup>2</sup>;
- 3.1.2 [National minimum standards for boarding schools](#) (Department for Education (**DfE**), September 2022) in particular Standard 3 which covers Boarders' health and wellbeing;
- 3.1.3 [Statutory framework for the Early Years Foundation Stage](#) (DfE, September 2023);

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<sup>1</sup> Wellbeing means wellbeing within the meaning of section 10(2) of the Children Act 2004 and includes physical and mental health and emotional wellbeing; protection from harm and neglect; education training and recreation; the contribution made by them to society and social and economic wellbeing

<sup>2</sup> The standards and the guidance / commentaries on them do not prescribe whether the policy on risk assessment is set out separately from the health and safety policy, but we recommend that it is.

- 3.1.4 Education and Skills Act 2008;
  - 3.1.5 Children Act 1989;
  - 3.1.6 Childcare Act 2006;
  - 3.1.7 Equality Act 2010;
  - 3.1.8 Health and Safety at Work Act etc 1974;
  - 3.1.9 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and
  - 3.1.10 Regulatory Reform (Fire Safety) Order 2005.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 [The Independent School Standards Guidance for independent schools](#) (DfE, August 2019) in particular paragraphs 4.26 - 4.28
  - 3.2.2 [Keeping children safe in education](#) (DfE, September 2023) (KCSIE);
  - 3.2.3 [Working together to safeguard children](#) (HM Government, updated July 2022);
  - 3.2.4 [Revised Prevent duty guidance: for England and Wales](#) (HM Government, updated April 2021);
  - 3.2.5 [Prevent duty: departmental advice for schools and childcare providers](#) (DfE, June 2015);
  - 3.2.6 [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#) (DfE, July 2017);
  - 3.2.7 [Advice and Guidance: How can we stop prejudice-based bullying in schools?](#) (Equality and Human Rights Commission);
  - 3.2.8 [Behaviour in schools: advice for headteachers and school staff](#) (DfE, July 2022)
  - 3.2.9 [Searching, Screening and Confiscation: advice for schools](#) (DfE, July 2022)
  - 3.2.10 [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (HM Government, July 2018);
  - 3.2.11 [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#) (DfE, updated September 2021).

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

**4 Publication and availability**

4.1 This policy is published on the College website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection on the College’s Resource Centre.

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

**5 Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to the College Council.

**6 Responsibility statement and allocation of tasks**

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy<sup>3</sup>.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Approval of risk assessments	Designated Safeguarding Lead (DSL) <sup>4</sup>	Ongoing, as completed
Keeping the policy up to date and compliant with the law and best practice	DSL	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	DSL	As required, and at least termly

<sup>3</sup> The College is reminded of the Part 8, para 34 obligation on proprietors to ensure that persons with leadership and management responsibilities at the College actively promote the wellbeing of pupils. The ISI Commentary reminds proprietors that the ethos of any College should be to develop and nurture the wellbeing of pupils.

<sup>4</sup> Ensure signatories are cross referenced in policy table below, clause 13 and appendix 2.

Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the College's processes under the policy	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	DSL	As required, and at least termly
Formal annual review	Proprietor	Annually

## 7 Pupil welfare

- 7.1 The College recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:
- 7.1.1 to promote a child centred and co-ordinated approach to safeguard pupils' welfare
  - 7.1.2 to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
  - 7.1.3 to identify children who may benefit from early help, those who may be in need and / or those suffering, or likely to suffer, harm;
  - 7.1.4 to protect pupils from all types of abuse, violence, harassment, and exploitation and neglect;
  - 7.1.5 to recognise that corporal punishment can never be justified;
  - 7.1.6 to provide pupils with appropriate education, training and recreation to keep themselves safe and well, including PSHE Education, Relationships Education and Relationships and Sex Education;
  - 7.1.7 to encourage pupils to report concerns and to contribute to society;
  - 7.1.8 to highlight that the law on child-on-child abuse is there to protect, rather than criminalise them;
  - 7.1.9 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;
- 7.1.10 to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable;
- 7.1.11 to promote a whole College approach to online safety and to protect pupils from the risks arising from the use of technology;
- 7.1.12 to listen to and respect pupils and in particular to listen to pupils' complaints and concerns, to complaints and concerns raised by others about pupil wellbeing / welfare<sup>5</sup> and to investigate and manage such concerns effectively, and
- 7.1.13 consult with stakeholders about issues of pupil welfare and ensures that appropriate training and support is provided to pupils and to parents.
- 7.2 The College 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 Colleges. The College 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 College's responsibilities to promote and safeguard the welfare of all its pupils.
- 7.3 In addition, when carrying out its assessments, the College will endeavour to take into account all relevant factors<sup>6</sup> including, where appropriate:
- 7.3.1 a pupil's wishes and feelings, wherever possible;
- 7.3.2 a pupil's developmental needs;
- 7.3.3 their family circumstances;
- 7.3.4 the wider community context in which they are living;
- 7.3.5 wider contextual issues such as environmental and / or other extra-familial threats and / or new and emerging threats e.g. online threats.
- 7.4 The College addresses its commitment to these principles through prevention and protection measures.
- 7.5 **Prevention:** ensuring that all reasonable measures are taken to minimise the risk of harm<sup>7</sup> to pupils and their welfare by:

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<sup>5</sup> Including reviewing feedback from independent listeners if there is boarding provision

<sup>6</sup> See list at Appendix 1

<sup>7</sup> The harm test is explained on the Disclosure and Barring service (DBS) website on [GOV.UK](https://www.gov.uk)

- 7.5.1 ensuring through training that all staff are aware of and committed to this policy and the values set out;
  - 7.5.2 establishing a positive, supportive and secure environment in which pupils can learn and develop;
  - 7.5.3 creating a culture and environment that promotes pupil welfare, deters abuse and challenges inappropriate behaviour;
  - 7.5.4 providing pupils with the confidence and mechanisms (such as Whisper, Chaplain, Wellbeing Team, Independent Person and College Staff) to raise any problems, concerns or complaints they may have;<sup>8</sup>
  - 7.5.5 providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Bristol Safeguarding Partners' referral threshold document. The College will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for early help;
  - 7.5.6 providing medical and pastoral support that is accessible and available to all pupils;
  - 7.5.7 including in the curriculum, sport and recreation arrangements, boarding provision, activities and opportunities for personal, social, health and economic education (**PSHE**), Relationships Education and Relationships and Sex Education which equip pupils with skills to enable them to protect their own welfare and that of others.
- 7.6 **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:
- 7.6.1 having a zero-tolerance attitude to abuse, maintaining an attitude of "it could happen here";
  - 7.6.2 ensuring that pupils, staff and others, where necessary, are aware of the College's relevant processes and procedures and what is expected of them;
  - 7.6.3 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<sup>9</sup>) and by keeping appropriate records;
  - 7.6.4 managing the issue or concern in line with the appropriate policy, procedure or guidance and pastoral support processes;

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<sup>8</sup> NMS 14 and Appendix A requires boarding Colleges to have a pupil complaints procedure but good practice for all Colleges

<sup>9</sup> See Part 4 of KCSIE



- 7.6.5 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;
  - 7.6.6 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.
- 7.7 The College recognises that pupil welfare and wellbeing can be adversely affected by many matters whether in or away from College, online or offline, including abuse, bullying, violence and harassment, radicalisation, behavioural and health issues, including mental health issues.
- 7.8 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 College's Safeguarding and Protecting Children 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 DSL if they have concerns about a pupil.

## 8 College policies

- 8.1 The College 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.

<b>Policy</b>	<b>Overall responsibility for implementation of policy and authorisation of risk assessments (</b>
Safeguarding and Protecting Children / children missing education / staff behaviour policy / staff code of conduct /	DSL
Attendance	DHP
Anti-bullying	DHP
Behaviour and discipline / smoking, alcohol and the misuse of drugs and substances policy	DHP
Acceptable use policy for pupils	DSL/DHP
Online safety policy	Online Safety Lead

Health and safety / security policy	Head of Health and Safety
First aid policy	Head of Health and Safety
Administration of medicines / supporting pupils at College with medical conditions	Head of Medical Health and Welfare
Medical policy / care of boarders who are unwell	Head of Medical Health and Welfare
Special educational needs and learning difficulties policy	SENCO
Accessibility plan	Commercial Operations Director
Educational visits policy	EVC
Supervision of Pupils	DHP
Visitors and security policy	DSL
Recruitment, selection and disclosure policy and procedure	Director of People and Organisation
Pupil complaints procedures	Head of College
Risk assessment for out of hours/out of term safeguarding arrangements	DSL

## 9 Risk assessment

- 9.1 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 College's relevant policies or procedures as detailed above. The assessment and actions identified will usually be recorded in writing and regularly monitored and reviewed.
- 9.2 The format of risk assessment may vary and may be included as part of the College'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. Regardless of the approach taken or form used, the College's approach to promoting pupil welfare will be systematic and pupil-focused.

- 9.3 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 College has taken adequate precautions or should take additional steps to prevent the risk of harm.
- 9.4 The risk assessment process is not intended to create huge amounts of paperwork and neither should it be viewed as purely a tick box or paper 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.
- 9.5 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:
- 9.5.1 a welfare issue is anything that may harm a pupil; to include cyber-bullying, sexual violence or harassment, abuse and the risk of radicalisation and extremism;
- 9.5.2 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.

## 10 The steps to risk assessment

### **10.1 Step 1: Identify the issue**

**10.1.1** 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 College.

### **10.2 Step 2: Decide who might be harmed and how**

**10.2.1** Identify individual pupils or groups of pupils who might be harmed and how they might be harmed. Complete a separate pupil welfare risk assessment for each pupil and use the Checklist in Appendix 1 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.

### **10.3 Step 3: Evaluate the risks and decide on precautions**

**10.3.1** Decide what to do about the risks, how information should be shared and follow any procedures regarding the internal authorisation of suggested precautions.

**10.3.2** Compare what you currently do with what is required by law, 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.

#### **10.4 Step 4: Relevant consultation (where required, permitted or appropriate<sup>10</sup>)**

**10.4.1** Meet with the pupil, pupil's parent(s) or carer(s) or third party e.g. professional involved with the pupil to discuss the risks and wishes and feelings of the pupil if appropriate.

#### **10.5 Step 5: Record your findings and implement them**

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

**10.5.2** The College uses Child Protection Online Monitoring System (CPOMS) to record and monitor all concerns for pupils.

**10.5.3** There is no prescribed format for this record but any record produced should be simple and focussed on control measures and the steps the College proposes to take to manage the risk. The College may record the risk assessment in the form set out in Appendix 2.

**10.5.4** 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 College setting, consideration will need to be given to alternative plans for managing the pupil(s) presenting the alleged behaviour.

#### **10.6 Step 6: Review your risk assessment and reassess / update, if necessary**

**10.6.1** 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 College 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.

**10.6.2** The information obtained through this process and the actions 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.

**10.6.3** More guidance on risk assessment can be found in Appendix 1 and Appendix 2.

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<sup>10</sup> It may not always be possible to discuss issues with pupils or parents at this stage, particularly where other stakeholders such as the Children Services and/or the Police are involved. Advice should be sought from them in those circumstances.

## 11 Reporting and information-sharing

- 11.1 When assessing risks to pupil welfare and wellbeing at the College, 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, the Channel Police Practitioner, to the Modern Slavery Trafficking Unit of the National Crime Agency, Ofsted, Child and adolescent mental health services (**CAMHS**) and / or the Charity Commission.
- 11.2 The procedures for reporting safeguarding concerns are set out in the College's Safeguarding and Protecting Children Policy.
- 11.3 The College 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 College's paramount concern.
- 11.4 In particular, the College will co-operate 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.
- 11.5 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:
- 11.5.1 support, advise and assist the pupil when they are given or asked to provide information or participate in any procedure;
  - 11.5.2 observe whether the police are acting properly and fairly to respect their rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;
  - 11.5.3 assist the pupil to communicate with the police whilst respecting their right to say nothing unless they want to; and
  - 11.5.4 help them to understand their rights and ensure that those rights are protected and respected.
- 11.6 The College 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 College's admission register. The College 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 pupil.

## 12 Training

12.1 The College 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.

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

The College maintains written records of all staff training.

## 13 Record keeping

13.1 The College 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..

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

13.3 The information created in connection with this policy may contain personal data. The College's use of this personal data will be in accordance with data protection law. The College has published on its website privacy notices which explain how the College will use personal data.

## 14 Monitoring and review

14.1 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.

## 15 Version control

Date of adoption of this policy	01/09/2023
Date of last review of this policy	26/07/2023
Date for next review of this policy	August 2024 (or earlier as required)
Policy owner ( <b>SLT</b> )	DSL

## **Appendix 1 (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 College including in relation to location, activities, contact with specific pupils, transport to and from College and contexts outside College.

Pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and / or they 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 College, behaviour record, SEND needs e.g. ASD, under / over achiever, poor home-College 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, sexuality, low self-esteem.

**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**

**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 antisocial 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.

**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.



Appendix 2 **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]<sup>11</sup>

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

**Other organisations to be contacted:** [e.g. other College, 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	Child's Development Needs Pupil A exhibits behaviour	M	Both pupils have been interviewed and investigation is ongoing.	Pupil A should not sit next to Pupil B in class. Lunchtime staff and	Class teacher	Immediately	L	Yes - communicated to staff on [• 00 month year]	3 weeks Class teacher

<sup>11</sup> Drafting note - staff at risk will not be assessed under this policy.

		that is below an age expected level, recorded developmental delay. Potential power imbalance between Pupil A and B. Pupil B potentially developing a pattern of behaviour, second incident.			playground supervisors to keep an eye on Pupils A and B at break times and report any incidents to [• name].	Lunch time and playground supervisors	Immediately			
Pupil A has been overheard telling Pupil B that [• he / she]	Pupil A, (Pupil B and other pupils not currently subject to a	Childs Development Needs Behaviour log records many	H	Both Pupil A and B have been spoken to and interviewed by the DSL and the parents, the	Pupil A should be referred to the Channel Programme.	DSL DSL	Immediately	M	Yes Referred to the Channel Programme on	1 week DSL

intends to travel to Syria to live a better life.	separate risk assessment.)	incidents of concern. Low self-esteem Online presence suggests possible involvement with persons with known extreme views.		police and children's social services have been informed.	Obtain pupil and parent consent to engage in the Channel programme				[• 00 month year]	
e.g. Pupil A has alleged that she was sexually touched by Pupil B on the bus on the way to College.	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 children's social care 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 College's systems e.g. staff training on

		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				child-on-child abuse
e.g. Pupil A regularly missing	Pupil A	Childs Development Need	H	Report made to DSL	Continue to support and work with	Head/DSL	Immediately	M	Yes	1 week

<p>education due to concerns about CEV parent</p>		<p>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</p>		<p>School has reached out to Pupil A and her parents to understand and work through their concerns</p>	<p>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</p>				<p>Meeting held with parents  Absence reported to Local Authority</p>	<p>DSL</p>
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**Risk assessment undertaken by:**

Tim Greene, Head of College

**Date:** 18.08.23

**Authorised by** Mark Eldridge, Chair of the Safeguarding and Welfare  
Committee

**Signed:**



**Date:** 18.08.23

**Review date:** August 2024