Risk Assessment for Pupil Welfare

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RISK ASSESSMENT FOR PUPIL WELFARE

1.   Introduction

1.1   This is the risk assessment policy for pupil welfare of Queenswood (the School).

1.2   **Purpose**: The purpose of this policy is:

1.2.1   to actively promote the well-being of pupils of the School;

1.2.2   to ensure that all members of the School community are aware of, and follow, the School's approach to pupil well-being and understand that safeguarding and promoting the welfare of children is everyone's responsibility; and

1.2.3   to implement a framework for the identification and assessment of risk(s) to pupil well-being.

1.3   It is drawn up and implemented in accordance with the Education (Independent School Standards) Regulations 2014 (SI 2014/3283) (the ISSRs) and has regard to the Part 3 obligations of the proprietor to make arrangements to safeguard and promote the welfare of pupils at the School by the implementation of a written risk assessment policy and the Part 8 obligations of those with leadership and management responsibilities to actively promote the well-being of pupils. It has regard to the National Minimum Standards for Boarding Schools (2015) (the NMS).

1.4   Responsibilities

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

1.6   At an operational level, the Principal will:

1.6.1   ensure that the health, safety and well-being of pupils is suitably promoted;

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

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

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

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

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

1.6.7   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.

1.7   Those named in paragraph 2.5 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

2 *Pupil Welfare*

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

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

2.1.2 to identify children in need and / or those suffering, or likely to suffer, significant harm;

2.1.3 to protect pupils from abuse and neglect;

2.1.4 to recognise that corporal punishment can never be justified;

2.1.5 to provide pupils with appropriate education, training and recreation;

2.1.6 to encourage pupils to contribute to society;

2.1.7 to protect pupils from the risk of radicalisation, extremism and being drawn into terrorism, actively promoting fundamental British values and providing appropriate support to those assessed as being vulnerable;

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

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

2.1.10 to manage welfare concerns effectively.

2.2 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.

2.3 The School addresses its commitment to these principles through:

2.3.1 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, boarding provision, activities and opportunities for PSHCEE which equip pupils with skills to enable them to protect their own welfare and that of others;

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

e) providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Children's Services Safeguarding Children Partnership referral threshold document. The School will, in particular, be alert to the potential need for early help for a child who:

i) is disabled and has specific additional needs;

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ii)   has special educational needs;

iii)   is a young carer;

iv)   is showing signs of engaging in anti-social or criminal behaviour;

v)   is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;

vi)   has returned home to their family from care; and / or

vii)   is showing early signs of abuse and / or neglect.

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2.3.2   **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)   sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;

b)   monitoring pupils known or thought to be at risk of harm or requiring additional support and formulating and / or contributing to support packages for those pupils.

2.4   The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including: abuse, bullying, radicalisation behavioural and health issues.

2.5   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 in accordance with its duties under Part 3 of the ISSRs and the NMS.

Policy	Responsibility for risk assessments
Safeguarding Children	Mrs Hillary Mackay: Designated Safeguarding Lead/ Deputy Head Pupils
Anti-bullying	Deputy Head Pupils
Behaviour and Discipline	Deputy Head Pupils
Electronic and Social Media Policy Acceptable Use of Technology Policy for Girls	IT Manager Deputy Head Pupils
Health and safety policy	Bursar / Principal
First aid policy	Medical Centre
Medical Protocols	Medical Centre
Personalised Learning Policy	Senior Deputy Head
Accessibility plan	Bursar

Policy	Responsibility for risk assessments
Educational visits policy	Senior Deputy Head / Educational Visits Co-ordinator
Supervision	Deputy Head Pupils
Safety and supervision on school journeys- see Educational Visits, School Transport documentation, generic risk assessment for minibus	Bursar
Visitor Policy	Bursar
Recruitment, selection and disclosure policy and procedure	Head of HR

3 Risk assessment

3.1 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. The assessment and action will be recorded and regularly monitored and reviewed. A care plan may be deemed appropriate in certain circumstances. More guidance on risk assessment can be found in Appendix 1.

3.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

3.3 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.

3.4 All conversations with parents, pupils or staff where a concern about a pupil is raised, however seemingly small, will be recorded on the Queenswood Record of Conversation/Concern form or by email. This is sent to the Pastoral Receptionist (along with key staff) and filed in the girl's central red file. All Safeguarding concerns are filed by the DSL and kept in a locked cabinet in her office.

3.5 Houses keep a daily electronic log where all events from the day are recorded. Significant issues or concerns will be recorded as outlined in 3.4

3.6 All pastoral meetings are minuted and these are circulated to the appropriate staff.

4 Safeguarding

4.1 The School has policies and processes in place to ensure effective compliance with all national and local safeguarding requirements, including without limitation:

4.1.1 the Children Act 1989;

4.1.2 the ISSRs and the NMS];

4.1.3 Keeping children safe in education (2019);

4.1.4   Working together to safeguard children (2018); and

4.1.5   Children's Services procedures and practices, including local protocols for assessment and threshold document

4.2   The School's policies and processes ensure that all members of the School community understand that safeguarding is everyone's responsibility. They have been designed to enable staff and others working with children to:

4.2.1   develop an awareness and understanding of the early help process, including identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment;

4.2.2   be confident about identifying children in need (that is, a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled) and about actions which might be required when concerns are identified about a child; and

4.2.3   be confident about identifying where a child is in immediate danger or is at risk of harm and the actions which are required to safeguard and promote the child's welfare.

4.3   The School's policies and processes describe and reinforce how the School works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes:

4.3.1   providing a co-ordinated offer of early help when additional needs of children are identified;

4.3.2   contributing to inter-agency plans to provide additional support to children subject to child protection plans; and

4.3.3   allowing access for relevant local authority personnel to conduct, or to consider whether to conduct, assessments under section 17 or section 47 of the Children Act 1989.

4.4   Full details of the School's safeguarding procedures are set out in the child protection and safeguarding policy and procedures. Details of the School's online safety strategy are set out in the Electronic and Social Media Policy

4.5   The School's process for safer recruitment is detailed in the recruitment, selection and disclosure policy and procedure.

5   *Protection from radicalisation and extremism*

5.1   Details of the School's procedures to prevent pupils from becoming radicalised and / or being drawn into extremism and / or terrorism in accordance with the Prevent duty guidance for England and Wales 2015 (HM Government) and the departmental advice on the Prevent duty (Department for Education (DfE)) are also contained within the Safeguarding Policy and procedures.

5.2   The School will meet these obligations by assessing the risk of pupils being drawn into radicalisation and / or extremism and / or terrorism and putting in place control measures to support those at risk.

5.3   The School is committed to providing a safe space in which pupils can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

5.4 The School will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises.

6 *Anti-bullying*

6.1 The School has a written Anti-bullying policy which covers the School's approach to the management of bullying and cyberbullying.

7 *Behaviour*

7.1 The School has a written behaviour policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

7.2 This policy contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for pupils with disabilities), support systems for pupils and liaison between parents and other agencies.

8 *Health and safety*

8.1 In accordance with its obligations under the Health and Safety at Work etc Act 1974 and the Regulatory Reform (Fire Safety) Order 2005 and with Part 3 of the ISSRs and the NMS, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

8.2 The School will meet this requirement by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations and its health and safety policies. This will include premises safety and security issues posed by public rights of way and access by third parties, and the safety and safe use of equipment.

9 *Special Educational Needs*

9.1 The School will make appropriate arrangements to identify and support all pupils with special educational needs, whether or not they have the benefit of a Statement of Special Educational Needs or an Education, Health and Care Plan as set out in the Learning Support Policy

10 *Medical issues*

10.1 In accordance with its obligations under the Health and Safety at Work etc Act 1974 and with Part 3 of the ISSRs and the NMS, the School has a duty to make appropriate arrangements for:

  10.1.1 First aid - to ensure that it is administered to anyone who requires it in a timely and competent manner;

  10.1.2 the administration of medicine to pupils;

  10.1.3 the care of boarders who are unwell;

  10.1.4 supporting pupils with medical conditions.

10.2 Details of the School's arrangements for these are set out in the First Aid Policy and Medical Protocols.

11 Reporting

11.1   When assessing risks to pupil welfare and well-being at the School, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to the School Medical Officer, Children's Social Care, the Police (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), Ofsted, CAMHS, the Charity Commission.

11.2   If a pupil is in immediate danger or is at risk of harm, a referral should be made to Children's Services and / or the police immediately. Anybody can make a referral in these circumstances (see the School's Safeguarding Policy and procedures). If a referral is made by someone other than the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed of the referral as soon as possible.

11.3   The School 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.

12 Information sharing

12.1   The School recognises that effective information-sharing between it and local agencies is essential for effective identification and assessment of need and the delivery of appropriate support and the key to providing effective early help where there are emerging problems.

12.2   Wherever the School proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, "Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers" (2015).

13 Monitoring and review

13.1   Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Principal or another senior member of staff.

13.2   In undertaking the monitoring and review of relevant risk assessments and this policy (as necessary), the Principal will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these.

13.3   This policy and related School procedures will be reviewed annually by the Governors as part of the annual review of safeguarding] and updated as necessary.[1]

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[1] Best practice

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.

The purpose of a risk assessment is not to create huge amounts of paperwork, but rather 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.

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

- a welfare issue is anything that may harm a pupil including 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.

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.

Step 3: Evaluate the risks and decide on precautions

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

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.

Step 4: 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.

Step 5: Review your risk assessment and update, if necessary

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.