



THE PERSE
SCHOOL
CAMBRIDGE

Risk Assessment Policy for Pupil Welfare

The Perse School, Cambridge

January 2019

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1 Introduction

- 1.1 This is the *risk assessment policy for pupil welfare* of The Perse School (the **School**), which comprises the Relevant Schools (the Perse Pelican Nursery and Pre Preparatory School including the EYFS setting (the **Pelican School**), the Perse Prep School (the **Prep School**) and the Perse Upper School (the **Upper School**).
- 1.2 **Purpose:** 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 School's active approach to managing risk;
 - 1.2.2 to implement a framework for the identification and assessment of risk(s) to pupil wellbeing;
 - 1.2.3 to promote a culture of safety, equality and protection; and
 - 1.2.3 to actively safeguard and promote the welfare and well-being of pupils of the School.
- 1.3 This policy has been prepared to meet the School's responsibilities under:
- 1.3.1 Education (Independent School Standards) Regulations 2014;
 - 1.3.2 *Statutory framework for the Early Years Foundation Stage*;
 - 1.3.3 Education and Skills Act 2008;
 - 1.3.4 Childcare Act 2006;
 - 1.3.5 Equality Act 2010;
 - 1.3.6 Health and Safety at Work etc. Act 1974;
 - 1.3.7 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 1.3.8 Regulatory Reform (Fire Safety) Order 2005.
- 1.4 This policy has regard to the following guidance and advice:
- 1.4.1 [Keeping children safe in education](#) (DfE, September 2018) (**KCSIE**);
 - 1.4.2 [Working together to safeguard children](#) (HM Government, July 2018);
 - 1.4.3 [Revised Prevent duty guidance for England and Wales](#) (HM Government, July 2015);
 - 1.4.4 [Prevent duty: departmental advice for schools and childcare providers](#) (DfE, June 2015);
 - 1.4.5 [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#) (DfE, July 2017);
 - 1.4.6 [Advice and Guidance: How can we stop prejudice-based bullying in schools?](#) (Equality and Human Rights Commission);
 - 1.4.7 [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (DfE, July 2018); and

- 1.4.8 [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018).

2 Responsibilities

- 2.1 The Governors have overall responsibility for safeguarding and promoting pupil welfare and well-being at the School.
- 2.2 At an operational level, the Head of each Relevant School (The Head) will:
- 2.2.1 ensure that the health, safety and wellbeing of pupils is suitably promoted;
 - 2.2.2 ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;
 - 2.2.3 ensure that key staff have clearly established roles and responsibilities;
 - 2.2.4 ensure that staff are appropriately trained to identify and deal with pupil welfare issues;
 - 2.2.5 ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
 - 2.2.6 consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;
 - 2.2.7 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 Those named in paragraph 3.6 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

3 Pupil welfare

- 3.1 The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:
- 3.1.1 to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic well-being);
 - 3.1.2 to identify children who may require early help, those in need and / or those suffering, or likely to suffer, significant harm¹;
 - 3.1.3 to protect pupils from abuse, violence, sexual violence, harassment and exploitation and neglect;
 - 3.1.4 to recognise that corporal punishment at the School can never be justified and force can never be used as a form of punishment;
 - 3.1.5 to provide pupils with appropriate education, training and recreation;
 - 3.1.6 to encourage pupils to contribute to society;

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

- 3.1.7 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;
 - 3.1.8 to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable;
 - 3.1.9 to promote a whole-school approach to online safety and to protect pupils from the risks arising from the use of technology; and
 - 3.1.10 to listen to pupils' complaints and concerns and to manage welfare concerns effectively.
- 3.2 The School recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by children of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the School's responsibilities to promote and safeguard the welfare of all its pupils.
- 3.3 In addition, when carrying out its assessments, the School will endeavour to take into account all relevant factors including, where appropriate:
- 3.3.1 a pupil's wishes and feelings, wherever possible;
 - 3.3.2 their family circumstances;
 - 3.3.3 the wider community context in which they are living;
 - 3.3.4 wider environmental and/or other extra-familial threats and/or new and emerging threats e.g. online threats.
- 3.4 The School addresses its commitment to these principles through:
- 3.4.1 **Prevention** - ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:
 - (a) ensuring through training that all staff are aware of and committed to this policy and the values set out;
 - (b) establishing a positive, supportive and secure environment in which pupils can learn and develop;
 - (c) including in the curriculum, activities and opportunities for PSHE 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 Cambridgeshire Safeguarding Children Board 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;
 - (ii) has special educational needs (whether or not they have a statutory education, health and care plan);
 - (iii) is a young carer;
 - (iv) is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - (v) is frequently missing / goes missing from care or from home;
 - (vi) is at risk of modern slavery, trafficking or exploitation;
 - (vii) is at risk of being radicalised or exploited;
 - (viii) is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - (ix) is misusing drugs or alcohol themselves;
 - (x) has returned home to their family from care; and / or
 - (xi) is a privately fostered child.

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) proactively sharing information in order to promote the welfare and protect the safety of pupils with appropriate agencies 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; and
- (c) maintaining an attitude of "it could happen here".

3.5 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, violence and harassment, radicalisation, behavioural and health issues (both mental and physical).

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

Policy	Overall responsibility for implementation of policy and authorisation of risk
Safeguarding and child protection policy and procedures (including missing pupil policies)	Designated Safeguarding Lead for the Relevant School
Recruitment, selection and disclosure policy and procedure	Director of HR and Senior Deputy Head
Anti-bullying policy (pupils)	Deputy Head (Pupils) – Upper School Deputy Head – Prep School Deputy Head – Pelican School
Behaviour and discipline policy /alcohol policy / anti-drugs policies	Deputy Head (Pupils) – Upper School Deputy Head – Prep School Deputy Head – Pelican School
Acceptable use of ICT policy for pupils	Director of ICT
Online safety policy	Director of ICT
Health and safety policy	Assistant Bursar
First aid policy	Assistant Bursar
Administration of medication policy / Health care procedure	Assistant Bursar
Learning difficulties policy	Head of Learning Support
Accessibility plan	Assistant Bursar
Educational visits policy	Educational Visits Coordinator of the Relevant School
Supervision	Deputy Head (Pupils) – Upper School Deputy Head – Prep School Deputy Head – Pelican School
Visitors and visiting speakers policy	Deputy Head (Pupils) – Upper School Deputy Head – Prep School Deputy Head – Pelican School

4 Risk assessment

- 4.1 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. More guidance on risk assessment can be found in Appendix 1.

- 4.2 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) 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 School's approach to promoting pupil welfare will be systematic and pupil focused.
- 4.3 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.
- 4.4 Risk assessments are stored on SharePoint. Assessments relating to individual pupils will be held on their pupil records.

5 **Safeguarding / child protection**

The School has policies and processes in place that reflect national safeguarding requirements and the Cambridgeshire Safeguarding Children Board's procedures and practices, including local protocols for assessment and threshold document

- 5.1 The School's policies and processes seek to 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 be confident about identifying , supporting and, where necessary making reports to the appropriate persons including the Designated Safeguarding Lead (**DSL**) and/or external authorities, in respect of any child who may be in need of help or protection including:
 - 5.1.1 where a child is in immediate danger or is at risk of harm;
 - 5.1.2 where a child is 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);
 - 5.1.3 any child who may require an early help assessment;
 - 5.1.4 any child where there are concerns regarding female genital mutilation (FGM);
 - 5.1.5 any child where there are concerns about sexual violence and/or sexual harassment; and
 - 5.1.6 any concern about another staff member who may pose a risk of harm to children.
- 5.2 The School's policies and processes describe and reinforce how the School works with social care, the local authority designated officer, the police, health services and other services to promote the welfare of children and protect them from harm. This includes:
 - 5.2.1 providing a co-ordinated offer of early help when additional needs of children are identified;

- 5.2.2 contributing to inter-agency plans to provide additional support to children subject to child protection plans;
 - 5.2.3 allowing access for relevant local authority personnel to conduct, or to consider whether to conduct, assessments and child protection investigations under the Children Act 1989;
 - 5.2.4 making it clear that safeguarding is everyone's concern and ensuring that staff trained as to when they must make a report themselves to the external services (such as in the case of FGM) and when they should use the School's internal processes and procedures;
 - 5.2.5 making it clear that staff must follow up with the DSL and/or relevant external services in the event that they remain concerned about a child or if they are not satisfied with the response and escalate their complaint accordingly.
- 5.3 Full details of the School's safeguarding procedures are set out in the *safeguarding and child protection policy*. Details of the School's online safety strategy are set out in the *acceptable use of ICT policy for pupils* and *online safety policy*.
- 5.4 The School's process for safer recruitment is detailed in the *recruitment, section and disclosure policy and procedure*.
- 6 Protection from radicalisation and extremism**
- 6.1 Details of the School's procedures to prevent pupils from becoming radicalised and / or being drawn into extremism and / or terrorism are contained within the *safeguarding and child protection policy* and procedures and *preventing extremism and radicalisation policy*.
- 6.2 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.
- 6.3 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.
- 6.4 The School has a written *visitors and visiting speakers policy* and will ensure that the arrangements for visiting speakers are suitably risk assessed before the visit takes place. Clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises.
- 7 Anti-bullying**
- 7.1 The School is committed to preventing bullying and has a written *anti-bullying policy* which covers the School's approach to the management of bullying and cyberbullying.
- 7.2 Bullying can happen to all pupils and the School is alert to the effect any form of bullying can have. Appropriate support is provided to all those involved in any incident of bullying, taking into account the individual circumstances and level of need.
- 7.3 The School understands that a range of factors may result in some pupils being more vulnerable to bullying and its impact than others. These factors will be taken into account

when assessing the risks to the welfare of such pupils and appropriate support measures put in place.

- 7.4 Low level disruption and harmful behaviour (including low level sexualised behaviour) is tackled at an early stage to prevent negative behaviours escalating.

8 Behaviour and Discipline

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

- 8.2 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.

9 Health and safety

- 9.1 The School has a duty to ensure the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

- 9.2 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 visitors and/or third parties, and the safety and safe use of equipment.

10 Special Educational Needs

- 10.1 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 difficulties policy*.

11 Medical issues

- 11.1 The School has a duty to make appropriate arrangements for:

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

11.1.2 the administration of medication to pupils;

11.1.3 supporting pupils with medical conditions (including mental health conditions).

- 11.2 Details of the School's arrangements for these are set out in the *first aid policy*, the *administration of medication policy* and the *health care procedure*.

12 Recruitment-related issues

- 12.1 Details of the School's procedures on recruitment-related issues such as selection, DBS checks (including late DBS checks) and disclosure are set out in the School's safer recruitment policies.

13 Reporting and information-sharing

- 13.1 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, Children's Social Care, the police (including, in relation to those identified as being at risk of radicalisation, the Lead Prevent Officer (Cambridgeshire Police)), ISI, CAMHS, the Charity Commission.
- 13.2 The procedures for reporting safeguarding concerns are set out in the School's *safeguarding and child protection policy*.
- 13.3 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern.
- 13.4 The School will cooperate 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.
- 13.5 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.

14 Training

- 14.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 14.2 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.
- 14.3 The School maintains written records of all staff training.

15 Record keeping

- 15.1 The School will retain records of the significant findings of the relevant risk assessments , together with, where necessary, evidence of the action taken to implement the findings of the risk assessments and to reduce the risks identified.
- 15.2 All records created in accordance with this policy are managed in accordance with the School's *records management policy* and *records retention schedule*.
- 15.3 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *data protection policy for staff, governors and volunteers* and *information security and sharing data guidance* which are both contained in the *data protection and information security handbook*.

16 Monitoring and review

- 16.1 Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by Deputy Head (Pupils) (Upper School) / Deputy Head (Prep and Pelican Schools) or another senior member of staff.
- 16.2 In undertaking the monitoring and review of relevant risk assessments and this policy (as necessary), the Deputy Head (Pupils) (Upper School) / Deputy Head (Prep and Pelican Schools) will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these.
- 16.3 This policy and related school procedures will be reviewed annually by the Board of Governors as part of the annual review of safeguarding and updated as necessary.

17 Version Control

Date of adoption of this policy	3 rd January 2019
Date of last review of this policy	4 th January 2018
Date for next review of this policy	January 2020
Policy owner (SLT)	Upper School – Deputy Head (Pupils) Prep School - Head Pelican School - Head
Authorised by	Sir David Wright On behalf of the Board of Governors
Circulation	Governors / teaching staff / all staff / parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request
Status	Complies with the Education (Independent School Standards) Regulations 2014 (SI2014/3283)

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 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.

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

- a welfare issue is anything that may harm a pupil; to include 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.

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 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

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.

Appendix 2: Example template risk assessment

What is the welfare issue?	Who might be harmed and how?	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	Action completed?	Review date
Alleged bullying of Pupil A by Pupil B	Pupil A	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 Pupil's A and B at break times and report any incidents to [• name].	Class teacher Lunchtime and playground Supervisors	Immediately Immediately	Yes - communicated to staff on [• 00 month year]	
Pupil A has been overheard telling Pupil B that he intends to travel to Syria to live a better life.	Pupil A, Pupil B and other pupils.	Both Pupil A and B have been spoken to and interviewed by the DSL and the parents, the police and children's social services have been informed.	Pupil A should be referred to the Channel Programme. Obtain pupils and parent consent to engage in the Channel programme.	DSL DSL	Immediately		
Pupil A has alleged that she was sexually touched by	Pupil A, Pupil B and other pupils.	Referral has been made to children's social care on the same day, submitting a MARF	Pupil B to have an amended timetable so that he is not in any class with Pupil A (to be kept under review pending	DSL Teaching staff	Immediately		

<p>Pupil B on the bus on the way to school.</p>		<p>(Multi Agency Referral Form) for both children. The MARF led to immediate police involvement.</p> <p>There are presently no bail conditions or recommendations that Pupil B is suspended.</p>	<p>further advice from authorities)</p> <p>Specific teaching staff to be briefed on the need to ensure the children are not together.</p> <p>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</p>	<p>Trusted adult</p>			
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Appendix 3: Pupil Welfare Summary

Name:
 Summary/background

D.O.B.

Risk Level 0/1/2/3 (Low to high)

Risk to welfare

Actions/measures to minimise risk

No.	Action/measure	By whom?	When?	Tick when completed

Monitoring – pupil views

Date	Summary	Action