



THE PERSE
SCHOOL
CAMBRIDGE

Risk Assessment Policy for Pupil Welfare

The Perse School, Cambridge

September 2021

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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;
 - 1.2.4 to actively safeguard and promote the welfare and well-being of pupils of the School; and
 - 1.2.5 to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.
- 1.3 This policy has been prepared to meet the School's responsibilities under:
- 1.3.1 Education (Independent School Standards) Regulations 2014 in particular Part 3, paragraph 16 which requires the Governors to ensure that the welfare of the pupils at the School is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified;
 - 1.3.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
 - 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 UK General Data Protection Regulation (UK 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 2021) (**KCSIE**);
 - 1.4.2 [Working together to safeguard children](#) (HM Government, updated December 2020);
 - 1.4.3 [Revised Prevent duty guidance for England and Wales](#) (HM Government, April 2019);
 - 1.4.4 [Prevent duty: departmental advice for schools and childcare providers](#) (DfE, August 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);
- 1.4.8 [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, September 2021); and
- 1.4.9 [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance](#) (DfE, July 2019).

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.
 - 2.2.8 Monitor the implementation of this policy, as well as any action taken in response to a risk assessment, and evaluate effectiveness.
- 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 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 require early help, those in need and / or those suffering, or likely to suffer, significant harm¹;
 - 3.1.4 to protect pupils from all types of abuse, violence, sexual violence, harassment, and exploitation and neglect;
 - 3.1.5 to recognise that corporal punishment at the School can never be justified and force can never be used as a form of punishment;
 - 3.1.6 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);
 - 3.1.7 to encourage pupils to report concerns and to contribute to society;
 - 3.1.8 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;
 - 3.1.9 to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable;
 - 3.1.10 to promote a whole-school approach to online safety and to protect pupils from the risks arising from the use of technology;
 - 3.1.11 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 and to investigate and manage such concerns effectively; and
 - 3.1.12 to consult with stakeholders about issues of pupil welfare and ensure that appropriate training and support is provided to pupils.
- 3.2 The School recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by children of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the School's responsibilities to promote and safeguard the welfare of all its pupils.
- 3.3 In addition, when carrying out its assessments, the School will endeavour to take into account all relevant factors including, where appropriate:
- 3.3.1 a pupil's wishes and feelings, wherever possible;
 - 3.3.2 their family circumstances;
 - 3.3.3 the wider community context in which they are living;
 - 3.3.4 wider environmental and/or other extra-familial threats and/or new and emerging threats e.g. online threats.

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

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 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 Cambridgeshire and Peterborough Safeguarding Children Partnership Board referral threshold document. The School will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for early help; and
- (g) creating a culture and environment that promotes pupil welfare, deters abuse and challenges inappropriate behaviour.

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

- (a) having a zero-tolerance attitude to abuse, maintaining an attitude of "it could happen here";
- (b) ensuring that pupils, staff and others, where necessary, are aware of the School's relevant processes and procedures and what is expected of them;
- (c) taking immediate and appropriate action in response to concerns about a child's welfare (even if they are considered to be low level and/or they do not presently meet the harm thresholds) and by keeping appropriate records;
- (d) managing the issue or concern in line with the appropriate policy, procedure or guidance and pastoral support processes;
- (e) proactively sharing information to help identify, assess and respond to risks or concerns about the safety and welfare of children with appropriate colleagues, agencies and involving pupils and their parents appropriately; and
- (f) being aware of changing or emerging threats to pupil welfare such as infectious diseases, increased reports of peer-on-peer abuse, trends in drug and substance abuse, increased criminal activity or emerging online or technological issues.

- 3.5 The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, 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 (Pupil development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School
Behaviour and discipline policy /alcohol policy / anti-drugs policies	Deputy Head (Pupil development and welfare) – 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	Domestic Bursar
First aid policy	Domestic Bursar
Administration of medication policy / Health care procedure	Domestic Bursar
Learning difficulties policy	Head of Learning Support
Accessibility plan	Domestic Bursar
Educational visits policy	Educational Visits Coordinator of the Relevant School

Policy	Overall responsibility for implementation of policy and authorisation of risk
Supervision	Deputy Head (Pupil development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School
Visitors and visiting speakers policy	Deputy Head (Pupil development and welfare) – 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 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 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 Reporting and information-sharing

- 5.1 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.
- 5.2 The procedures for reporting safeguarding concerns are set out in the School's *Safeguarding and Child Protection Policy*. Consideration will be also be given to the need for the School to report a matter to the Modern Slavery Trafficking Unit of the National Crime Agency.
- 5.3 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.

5.4 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.

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

6 **Training**

6.1 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.

6.2 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.

6.3 The School maintains written records of all staff training.

7 **Record keeping**

7.1 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.

7.2 All records created in accordance with this policy are managed in accordance with the School's *Records Management Policy* and *Records Retention Schedule*.

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

8 **Monitoring and review**

8.1 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.

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

9 **Version Control**

Date of adoption of this policy	6 th September 2021
Date of last review of this policy	August 2021
Date for next review of this policy	August 2022
Policy owner (SLT)	Upper School – Deputy Head (Pupil development and welfare) Prep School - Head Pelican School - Head
Authorised by	Jonathan Scott 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 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.

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 4: Relevant consultation

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 if appropriate.

Step 6: 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: (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.

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 peer-on-peer 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.

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 violence, single parent, absent parents, challenging sibling, Looked After Child, previous involvement with CSC, adopted child, privately fostered child, loss of significant adult, caring responsibilities, mental health issues.

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

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

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

Appendix 3: Example template risk assessment

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 they intend 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 they were sexually	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 they are not in any class with Pupil A (to be kept under review	DSL Teaching staff	Immediately		

<p>touched by 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>pending 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 they 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 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**.

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The information in this document is **CONFIDENTIAL** (although taken from the pupil's SIMS 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 tutor beforehand. If you have queries or concerns please contact the Tutor or Head of Year. Thank you.

Summary/background of difficulty

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Details of risk to welfare

(Click on 'Choose an item' next to relevant risk to select drop-down to enter YES)

SELECT OPTION BELOW	RISK TYPE
Choose an item.	Anxiety
Choose an item.	Unhelpful coping strategies
Choose an item.	Low mood
Choose an item.	Eating disorder
Choose an item.	Very high standard set
Choose an item.	Risk taking behaviours
Choose an item.	Suicidal ideation
Choose an item.	Addiction (Gaming etc)
Choose an item.	Finds communicating challenges difficult

SELECT OPTION BELOW	RISK TYPE
Choose an item.	Lack of self-confidence
Choose an item.	Low self-esteem
Choose an item.	Anger
Choose an item.	Perfectionist tendencies
Choose an item.	Social interactions
Choose an item.	Sleep problems
Choose an item.	Family illness
Choose an item.	Family bereavement
Choose an item.	Gets overwhelmed

Strategies to support pupil/minimise risk

(Click on 'Choose an item' next to relevant strategy to select drop-down to enter YES)

SELECT OPTION BELOW	STRATEGY TYPE
Choose an item.	Monitor overworking
Choose an item.	Try not to respond to emotional outbursts with your own emotional response
Choose an item.	Avoid confrontation

SELECT OPTION BELOW	STRATEGY TYPE
Choose an item.	Allow brief drinks breaks/toilet breaks
Choose an item.	Follow missing pupil procedure as a priority
Choose an item.	Avoid asking direction questions if time out card placed on desk

Choose an item.	Respond to “acting out” calmly and firmly
Choose an item.	Ensure working groups are pre-determined
Choose an item.	Monitor sudden drop in work produced
Choose an item.	Individual support can help

Choose an item.	Provide reassurance/clarification
Choose an item.	Extra praise where warranted
Choose an item.	

COVID-19 annex

This is an annex to the School's Risk Assessment for Pupil Welfare Policy (the **Policy**).

This annex has regard to the non-statutory guidance contained in *Actions for schools during the coronavirus outbreak*.

The School recognises its responsibility to safeguard and promote the welfare of pupils in its care, including to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable and support pupils' physical and mental health and emotional wellbeing.

Following a review of the School's Policy, in response to coronavirus (COVID-19) and the School's revised arrangements, this annex summarises key coronavirus related changes or additions to the Policy relevant to a pupils welfare or signposts where staff can find the appropriate documents.

The School will keep the Policy and this annex under review. The School will ensure that all staff and volunteers are aware of this annex and future revisions, as required.

Subject Matter

Health and Safety

The School has carried out a COVID-19 risk assessment which has been signed off by the Board of Governors and has been shared with all staff. It can be found [here](#).

The School has provided training to staff in light of the additional risks posed by COVID-19 in staff meetings and information emails.

First Aid and Medical Policies

The School has reviewed its first aid and medical policies to update procedures in respect of dealing with suspected cases of COVID-19.

The School has developed procedures on dealing with suspected cases of COVID-19, cleaning schedules and RIDDOR reporting.

Subject Matter

Other policies

The School has amended policies to reflect changes required due to coronavirus. These policies are: Safeguarding and Child Protection policy, Online Safety policy *and* Behaviour and Discipline policy.

SEND

The School is aware the additional specific guidance has been published in relation to risk assessment of pupils with SEND, which can be accessed [here](#).

We will continue to work collaboratively with local authorities to carry out/review risk assessments to determine whether a pupil with SEND and/or an EHC and/or a social worker will be able to have their needs met at home and be safer there than attending an educational setting.

This could include consideration of:

- the potential health risks to these pupils from coronavirus, bearing in mind any underlying health conditions
- the risk to these pupils if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, for example, in the home or online
- the ability of the pupils' parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite
- the potential impact to pupil wellbeing of changes to routine or the way in which provision is delivered

Subject Matter

- any safeguarding risks for pupils with a social worker if not in school and the need to support care placements for looked-after children
- any other out-of-school issue or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation)
- their progress over time

This additional annex supports our medical policies, safeguarding and child protection policy, behaviour and discipline, special educational needs and learning difficulties policy in relation to additional and different mental health issues caused in response to COVID-19.

Subject Matter - Mental Health

Specific Arrangements to Identify and Assess Mental Health Risks to Pupils

All staff are reminded of the importance of:

- how to recognise mental health problems
- the School's arrangements in relation to mental health concerns
- being familiar with the processes to follow and the appropriate people to contact, in the event that they have a concern about a pupil's mental health

Staff have received extra training via staff briefings and email messages.

The School will continue to ensure that we identify, risk assess and provide appropriate support to, those pupils who have or may be at risk of developing a mental health problem arising out of the coronavirus outbreak.

We recognise that while 'getting back to normal' may be reassuring for many, some pupils' mental health and behaviour will be adversely affected as a result of additional factors related to the coronavirus, including those who:

- have found the long period at home or the isolation hard to manage
- may have developed worries, anxieties or recognised mental health disorders related to the virus
- have concerns about their parent's health, safety and wellbeing whilst at work
- may have developed anxiety, stress or mental health disorders posed by worries around IT access, academic work, public exams or qualifications

Subject Matter - Mental Health

- may have developed anxiety, stress or mental health disorders related to the lack of socialisation and / or difficulties of maintaining friendships when not attending school
- have experienced bereavements in their immediate family or wider circle of friends or family, or had increased/new caring responsibilities
- may have concerns about the return to the school environment including the potential impact on their own, or a family member's, health
- have difficulties adapting to a new routine, timetable, school environment, classmates and the social distancing measures required
- have been at an increased risk of domestic abuse or neglect or safeguarding issues not being identified because of decreased face to face contact with staff who are trained to identify and report these issues
- have trouble maintaining concentration or whose mood has been affected as a result of disrupted sleep patterns
- have suffered stigmatisation based on nationality or ethnicity, or if they have, or a member of their family has, had coronavirus

We also recognise that the coronavirus outbreak could be classed as an Adverse Childhood Experience (ACE) for many pupils which could in turn bring about changes in a young person's behaviour or emotional state. These changes could be displayed in a range of different ways, all of which can be an indication of an underlying problem including:

- emotional state (fearful, withdrawn, low self-esteem, easily tearful or emotional)
- behaviour (jumpy or hyper-vigilant, aggressive or oppositional, habitual body rocking, difficulty in settling)
- interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval)
- failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed, coercive controlling behaviour, or lack of ability to understand and recognise emotions

We understand that pupils may struggle with their return to the School, particularly in relation to:

- increased fears, anxieties and uncertainties about their return, the new measures in place, the impact upon family friends and what may happen at the school in the future
- the changes in everyday school life, including any possible changes to routines, teaching staff and classes
- the relationships they have with their peers and the staff at the School following a prolonged period apart

Subject Matter - Mental Health

- how to adapt to the various new routines and expectations, including any new school rules, implemented by the School

The School will utilise its PSHE/Emotional Wellbeing/Tutorial programmes to provide additional support to pupils and consider the various worries and concerns they may be facing ahead of their return to School.

The School's behaviour and discipline policy applies, but appropriate adjustments may be made to how the School deals with behaviour and discipline to reflect any revised routines, rules, and sanctions.

We already have in place systems and processes in place for early intervention and identification, and referral to experienced skilled professionals including the school nurse/school counsellor/doctor/ children and young people's mental health services (CAMHS)

The School's has arrangements for identifying and assessing pupils who have, or who are at risk of developing, mental health problems. For the purposes of this policy, a mental health problem is defined as where a pupil experiences a range of emotional and behavioural problems that are outside the normal range for their age.

When the School suspects a pupil has a mental health problem, we use a graduated risk assessment process (assess – plan – do – review) to put support in place.

Additional Support - All Pupils

Whole School:

- aim to create a sense of safety throughout the School by providing structure, routine and enjoyable activities and allowing adequate time for pupils to prepare for their return
- a focus on recovery from the coronavirus and its impact in PHSE and in assemblies/tutor groups etc

Subject Matter - Mental Health

- some refocussed lessons on relevant topics, for example, mental wellbeing, staying safe, harmful online hoaxes and challenges
- providing opportunities for pupils to talk to each other about their experiences of the past few weeks
- providing opportunities for honest and open one-to-one conversations with trusted adults to talk about coronavirus and any related concerns where this may be supportive
- ensure that pupils are aware of the support options available to them, both internally and externally
- encourage pastoral activity, such as positive opportunities to renew and develop friendships and peer groups or other enriching developmental activities, for example, through PE, music or art
- normalise worry as a reaction to uncertainty and help pupils to identify signs of anxiety and develop positive coping strategies
- consider whether flexibility is required when applying the School's behaviour policies

Digital Support

- The [Every Mind Matters platform](#) about looking after your mental health (from Public Health England)
- [Rise Above](#), targeted at young people
- [Young minds - Coronavirus and Mental Health](#)
- Young minds - [What to do if you're anxious about coronavirus](#)
- Anna Freud [Mindfulness Calendar](#), aimed at children aged 3 years and up with daily mindfulness activity suggestions
- Anna Freud [Anxiety Thermometer](#), designed for children aged 7 years and over
- [Bloom](#): a programme designed to support young people's mental health resilience
- [Bloom: Dealing with uncertainty](#)

Subject Matter - Mental Health

Individual Support

- Support from a pupil's teacher, to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class.
- Additional educational one to one support for a pupil.
- An individual health care plan. If mental health professionals have recommended medication this should be detailed in the individual healthcare plan. School staff should be aware of any medication that children are taking, and how this should be stored and administered.

Version 3

Date: September 2021