Risk Assessment Policy for Pupil Welfare

The Perse School, Cambridge

April 2023

Contents

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

1.3 **Publication and availability:** This policy is published on the School website and is available in hard copy on request. A copy of the policy is available for inspection from the School office during the School day.

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

1.4 **Purpose:** The aims of this policy are as follows:

1.4.1 to reduce the likelihood that pupils are harmed through negligence, lack of foresight or proper planning by setting out the School's active approach to managing risk to pupil welfare;

1.4.2 to implement a framework for the identification and assessment of risk(s) to pupil wellbeing and a systematic approach to ensuring that appropriate action is taken to reduce the risks that are identified;

1.4.3 to promote a child-centred approach to safeguarding and a culture of safety, equality and protection;

1.4.4 to actively safeguard and promote the welfare and well-being of pupils of the School; and

1.4.5 to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.

1.5 This policy has been prepared to meet the School's responsibilities under:

1.5.1 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;

1.5.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);

1.5.3 Education and Skills Act 2008;

1.5.4 Childcare Act 2006;

1.5.5 Equality Act 2010;

1.5.6 Health and Safety at Work etc. Act 1974;

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

1.5.8   Regulatory Reform (Fire Safety) Order 2005.

1.6   This policy has regard to the following guidance and advice:

1.6.1   [Keeping children safe in education](#) (DfE, September 2022) (**KCSIE**);

1.6.2   [The Independent School Standards Guidance for independent schools](#) (DfE, August 2019) in particular paragraphs 4.26 - 4.28;

1.6.3   [Working together to safeguard children](#) (HM Government, updated July 2022);

1.6.4   [Revised Prevent duty guidance for England and Wales](#) (HM Government, updated April 2021);

1.6.5   [Prevent duty: departmental advice for schools and childcare providers](#) (DfE, updated August 2015);

1.6.6   [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#) (DfE, July 2017);

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

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

1.6.9   [Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance](#) (DfE, September 2021);

1.6.10   [Behaviour in schools; advice for headteachers and school staff](#) (DfE, July 2022); and

1.6.11   [Searching, screening and confiscation; advice for schools](#) (DfE, September 2022).

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

2   Responsibilities

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

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

Task	Allocated to	When / frequency of review
Approval of risk assessments	Upper School - Deputy Head (Pupil development and welfare) Prep School – Deputy Head Pelican School – Deputy Head	Ongoing and as completed

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

2.3   At an operational level, the Head of each Relevant School (The Head) will:

2.3.1   ensure that the health, safety and wellbeing of pupils is suitably promoted;

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

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

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

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

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

2.3.7   ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and across the whole school community to identify trends and issues of concern and to improve systems to manage these.

2.3.8   Monitor the implementation of this policy, as well as any action taken in response to a risk assessment, and evaluate effectiveness.

2.4   Those named in paragraph 4 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

3   Pupil welfare

3.1   The 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 benefit from early help, those who may be in need and / or those suffering, or likely to suffer, harm[1];

3.1.4   to highlight that the law on child on child abuse is there to protect them rather than criminalise them;

3.1.5   to protect pupils from all types of abuse, violence, sexual violence, harassment, and exploitation and neglect;

3.1.6   to recognise that corporal punishment at the School can never be justified and force can never be used as a form of punishment;

3.1.7   to provide pupils with appropriate education, training and recreation to keep themselves safe and well, including PSHE Education and Relationships Education and Relationships and Sex education (as appropriate);

3.1.8   to encourage pupils to report concerns and to contribute to society;

3.1.9   to highlight the importance of ensuring pupils understand the law on child on child abuse is there to protect them rather than criminalise them;

3.1.10   to protect pupils from the risk of honour based violence, FGM, radicalisation, extremism and being drawn into terrorism, modern slavery and human trafficking by actively promoting fundamental British values and providing appropriate support to those assessed as being vulnerable;

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

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

3.1.13   to listen to and respect pupils and in particular to listen to pupils' complaints and concerns, to complaints and concerns raise by others about pupil wellbeing / welfare and to investigate and manage such concerns effectively; and

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

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3.1.14   to consult with stakeholders about issues of pupil welfare and ensure that appropriate training and support is provided to pupils.

3.2   The 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 contextual issues such as 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, sport and recreation arrangements, activities and opportunities for PSHE and relationships education and relationships and sex education which equip pupils with skills to enable them to protect their own welfare and that of others;

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

(e)   providing pupils with the confidence and a mechanism to raise any problems, concerns or complaints they may have; and

(f)   providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the 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 significant public health and security related incidents, increased reports of child on child abuse 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, online or offline, including abuse, bullying, violence and harassment, radicalisation, behavioural and health issues (both mental and physical).

3.6 Pupils may not feel ready or know how to tell someone that they are being abused, exploited, neglected and / or may not recognise their experiences as harmful. In accordance with the School's *Safeguarding and Child Protection Policy*, staff should seek to build trusted relationships with pupils to facilitate communication. Barriers to communication should not prevent staff exercising professional curiosity and speaking to the Designated Safeguarding Lead (DSL) if they have concerns about a pupil.

4 School Policies

4.1 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 assessments
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
Staff Code of Conduct	Senior Deputy Head
Dignity at work policy	Director of Human Resources

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
Anti-bullying policy (pupils)	Deputy Head (Pupil development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School
Attendance Policy	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 Accessibility plan	Head of Learning Support Domestic Bursar
Educational visits policy	Educational Visits Coordinator of the Relevant School
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

5 Risk assessment

5.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified in accordance with the School's relevant policies or procedures as detailed above. The assessment and actions identified will usually be recorded in writing and regularly monitored and reviewed. More guidance on risk assessment can be found in Appendix 1.

5.2 The format of risk assessment may vary and may be included as part of the 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.

5.3 The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

5.4 Risk assessments are stored on SharePoint. Assessments relating to individual pupils will be held on their pupil records.

6 Reporting and information-sharing

6.1 When assessing risks to pupil welfare and well-being at the School, all staff should also consider whether the matter should be reported internally and / or to external agencies and /or regulatory bodies, including but not restricted to, Children's Social Care, the police (including, in relation to those identified as being at risk of radicalisation, the Lead Prevent Officer (Cambridgeshire Police)), the Channel Police Practitioner, the Modern Slavery Trafficking Unit of the National crime Agency, Ofsted, the ISI, CAMHS and/or the Charity Commission.

6.2 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.

6.3 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.

6.4 The School will cooperate 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.

6.5 The DSL will take a lead role in all cases where a pupil is detained and questioned by the Police, to ensure that the pupil is supported by an appropriate adult in line with PACE Code C (Code of Practice for the detention, treatment and questioning of persons by Police Officers). The role of the appropriate adult is to:

6.5.1 Support, advise and assist the pupil when they are given or asked to provide information or participate in any procedure;

6.5.2   Observe whether the police are acting properly and fairly to respect the pupil's rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;

6.5.3   Assist the pupil to communicate with the police whilst respecting their right to say nothing unless they want to; and

6.5.4   Help the pupil understand their rights and ensure that those rights are protected and respected.

6.6   The 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.

7   Training

7.1   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.

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

7.3   The School maintains written records of all staff training.

8   Record keeping

8.1   The School will retain records of all welfare concerns, discussions and decisions made and the reasons for those decisions. This is likely to include the significant findings of relevant risk assessments.

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

8.3   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. The School's approach to data protection compliance is set out in the School's Data Protection Policies and Procedures. 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* and *Information Security and Sharing Data Guidance*.

9   Monitoring and review

9.1   Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly in order to ensure that pupil welfare issues are being appropriately managed, and to ensure that any potential patterns are identified, including patterns of low-level concerning, problematic or inappropriate behaviour.

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

10   Version Control

Date of adoption of this policy	17th April 2023
Date of last review of this policy	March 2023
Date for next review of this policy	August 2023
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.

Risk assessment can also be used to weigh up the decision to be taken.

The risk assessment process is not intended to create huge amounts of paperwork and neither should it be viewed as purely a tick box exercise. Its purpose is to identify sensible measures to control real risks - those that are most likely to occur and /or will cause the most harm if they do. Risk assessments will be concise and focused on determining appropriate ways to eliminate a hazard, or control the risk when a hazard cannot be eliminated.

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

• a welfare issue is anything that may harm a pupil; to include sexual violence, sexual harassment, cyber-bullying, abuse and the risk of radicalisation and extremism.

• the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare or as a result of monitoring patterns or issues affecting pupils' welfare generally at school.

Step 2: Decide who might be harmed and how

Identify individual pupils or groups of pupils who might be harmed and how they might be harmed by the concern raised. Complete a separate pupil welfare risk assessment for each pupil and use the checklist in Appendix 2 to help identify risks and protective factors. This may include an assessment of the needs of any potential victim(s) and/or alleged perpetrators and other children who may be at risk.

Step 3: Decide on the appropriate format for the risk assessment

Consider what format of risk assessment is most appropriate. For all cases of alleged sexual violence and in serious cases of sexual harassment the Local Authority risk assessment found in Appendix 5 should be used.

Relevant factors to take into account when considering if/which risk assessment is most appropriate would include:

• Risk of harm;
• Severity of allegations;
• Time and place of alleged incident, and actions required to make the situation safer;
• Urgency of mitigation steps;
• In practice, balancing the merits of recording a specific contemporaneous risk assessment against other demands on resources at the time;
• Impact of mitigation steps on any affected party, including victims, alleged perpetrators and parents.

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In the majority of cases where the risk relates to the welfare of an individual pupil, a **pupil welfare sheet** is likely to be appropriate. This allows teachers to adequately provide for that pupil. For more serious cases where a pupil is at risk of serious harm or where decision making is complex or where the risk assessment relates to the interaction between pupils (e.g. instances of bullying or child on child abuse) a full risk assessment (found in Appendix 3) is likely to be appropriate. The rationale for the format of the risk assessment should be recorded.

Step 4: Evaluate the risks and decide on precautions

Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare. Where appropriate take into account any special requirements or protected characteristics. Identify how information should be shared and follow any procedures regarding the internal authorisation of suggested precautions.

Step 5: Record your findings and implement them

Make a written record of your significant findings - the concern, the issues, how pupil(s) might be harmed and what arrangements the 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.

If the assessment is that the behaviour is of such high risk even with control measures in place that it could not be adequately managed in the school setting, consideration will need to be given to alternative plans for managing the pupil(s) presenting the alleged behaviour.

Step 6: Relevant consultation

Where required, permitted or appropriate, meet with the pupil, the pupil's parent(s) or carer(s) or third party eg professional involved with the pupil to discuss the risks and wishes and feelings of the pupil.

Step 7: Review your risk assessment and update, if necessary

Assessment should be a dynamic process which analyses and responds to the changing nature and level of need and/or risk. You should review what you are doing for the pupils identified and across the School generally and monitor and review the efficacy and / or the outcome of the measures you have put in place on a regular basis, or as required. This is particularly important when you are managing complex welfare issues such as child on child abuse, where both pupils remain in school.

Appendix 2: (Non-exhaustive) Checklist of factors to consider for a risk assessment of pupil welfare

In assessing the risks, the assessor should consider the factors listed below as well as using the factors to consider any involvement from outside agencies, for example requests for Early Help. The factors should be used to assess the nature and level of risk posed and / or faced by the pupil(s) in school including in relation to location, activities, contact with specific pupils, transport to and from school and contexts outside school.

Pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and / or may not recognise their experiences as harmful for a number of reasons; they may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and / or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Child's developmental needs

Age and understanding: e.g. developmental stage, concerns about developmental delay.

Health: e.g. physical health issue e.g. serious allergies / disability, mental health issue e.g. depression, self-harm, exhibits signs of an eating disorder, drug or alcohol use, smoking, suspicion of child being prepared for FGM, unsafe / inappropriate / abusive sexual behaviour, unmet medical needs e.g. failure to access medical attention, concerns about developmental delay.

Education: e.g. at risk of child on child abuse, exclusions, being missing from education (including for parts of the school day), frequent moves of school, behaviour record, SEND needs e.g. ASD, under / over achiever, poor home-school relationship.

Emotional and Behavioural development: e.g. display of extremist views, anti-social behaviour, illegal / offending behaviour, personality trait issues e.g. self-imposed goals, a one off incident or sustained pattern, is the behaviour at risk of escalating, what is the frequency of the behaviour.

Identity: e.g. gender, low self-esteem, sexuality.

Family and Social relationships: e.g. power imbalance, peer groups, social media / internet use, risk of bullying / being bullied, risk of sexual harassment and / or sexual violence, child / young person beyond parental control, at risk of modern slavery, trafficking or child sexual exploitation and or child criminal exploitation, is frequently missing / goes missing from care or from home, concerns about any other adult, including a staff member.

Social Presentation: e.g. social problems, lack of friendship groups, child's online presence.

Self-care Skills: e.g. lack of care of appearance, lack of personal hygiene, unsuitable clothing.

Child's wishes and views: e.g. reporting to police, choice.

Family and environmental factors

Community Resources: e.g. negativity towards family, non-engagement with services.

Parents and Carers:

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Basic Care, Safety and Protection: e.g. suspected / actual physical / emotional / or sexual abuse or neglect, appropriate supervision e.g. nannies / drivers / home alone arrangements.

Parental health problems: young carer, serious illness in family, drug / alcohol dependent parent and parent mental health issues.

Emotional Warmth: e.g. expectations of performance / pressure to achieve, poor attachment.

Guidance, Boundaries and Stimulation: e.g. boundaries unclear / not enforced, parents involved with criminal activity.

Family History and Functioning: e.g. 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 anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

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

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

Appendix 3: Example template risk assessment

Concern / welfare issue:

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

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

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

Issues relating to confidentiality:

What are the risks / causes of harm?	Who might be harmed and how?	How might they be harmed? What are the factors to be assessed?	What is the level of risk? L/M/H	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	What is the new level of risk? L/M/H	Action completed?	Review date By Whom? Comments
e.g. alleged bullying of Pupil A by Pupil B	Pupil A	Childs Development Needs

Pupil A exhibits behaviour that is below an age expected level, recorded | M | Both pupils have been interviewed and investigation is ongoing. | Pupil A should not sit next to Pupil B in class.

Lunchtime staff and playground supervisors to keep an eye on Pupils A and B at break times | Class teacher

Lunch time and playground supervisors | Immediately

Immediately | L | Yes - communicated to staff on [• 00 month year] | 3 weeks

Class teacher |

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

What are the risks / causes of harm?	Who might be harmed and how?	How might they be harmed? What are the factors to be assessed? L/M/H	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
		development al delay. Potential power imbalance between Pupil A and B. Pupil B potentially developing a pattern of behaviour, second incident.			and report any incidents to [● name].					
Pupil A has been overheard telling Pupil B that [● he / she] intends to travel to Syria to live	Pupil A, (Pupil B and other pupils - not currently subject to a separate risk assessment.)	Childs Development Needs Behaviour log records many incidents of concern.	H	Both Pupil A and B have been spoken to and interviewed by the DSL and the parents, the police and children's social	Pupil A should be referred to the Channel Programme. Obtain pupil and parent consent to engage in the	DSL DSL	Immediately	M	Yes Referred to the Channel Programme on [● 00 month year]	1 week DSL

What are the risks / causes of harm?	Who might be harmed and how?	How might they be harmed? What are the factors to be assessed?	What is the level of risk? <mark>L</mark>/<mark>M</mark>/<mark>H</mark>	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	What is the new level of risk? <mark>L</mark>/<mark>M</mark>/<mark>H</mark>	Action completed?	Review date By Whom? Comments
a better life.		Low self-esteem Online presence suggests possible involvement with persons with known extreme views.		services have been informed.	Channel programme					
e.g. Pupil A has alleged that she was sexually touched by Pupil B on the bus on the way to school.	Pupil A, (Pupil B and other pupils subject to own separate risk assessment.)	Childs Development Needs Pupil A has ongoing SEND needs. Lack of peer relationships for pupil A. Potential power	<mark>H</mark>	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	<mark>M</mark>	Yes Pupil B timetable amended. Specific staff informed. Trusted adult agreed with Pupil A	3 days or immediately upon contact from CSC / police Consideration to be given to aspects of school's systems e.g. staff training

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

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

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

Date:

Authorised by   Upper School - Deputy Head (Pupil development and welfare)

Prep School – Deputy Head

Pelican School – Deputy Head

Signed:

Date:

Review date:

Appendix 4: Pupil Welfare Summary

Name:

Risk Level 0/1/2/3

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

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

The information in this document is CONFIDENTIAL (although taken from the pupil's 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

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	SELECT OPTION BELOW	RISK TYPE
Choose an item.	Anxiety	Choose an item.	Lack of self-confidence
Choose an item.	Unhelpful coping strategies	Choose an item.	Low self-esteem
Choose an item.	Low mood	Choose an item.	Anger
Choose an item.	Eating disorder	Choose an item.	Perfectionist tendencies
Choose an item.	Very high standard set	Choose an item.	Social interactions
Choose an item.	Risk taking behaviours	Choose an item.	Sleep problems
Choose an item.	Suicidal ideation	Choose an item.	Family illness
Choose an item.	Addiction (Gaming etc)	Choose an item.	Family bereavement
Choose an item.	Finds communicating challenges difficult	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	SELECT OPTION BELOW	STRATEGY TYPE
Choose an item.	Monitor overworking	Choose an item.	Allow brief drinks breaks/toilet breaks
Choose an item.	Try not to respond to emotional outbursts with your own emotional response	Choose an item.	Follow missing pupil procedure as a priority
Choose an item.	Avoid confrontation	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.**	Provide reassurance/clarification
Choose an item.	Ensure working groups are pre-determined	**Choose an item.**	Extra praise where warranted
Choose an item.	Monitor sudden drop in work produced	**Choose an item.**	
Choose an item.	Individual support can help		

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

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

For use by Secondary Schools/Colleges

Education Safeguarding Team

September 2022

Keeping Children Safe in Education 2022 states that sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.

What is Sexually Inappropriate/Harmful Behaviour?

Harmful sexual behaviours can be defined as: 'sexual behaviour expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult'.

(Hackett; 2014; Children and Young People with Harmful Sexual Behaviours)

The definition of **Sexual Abuse** in Working Together to Safeguard Children is also relevant as it recognises that abuse can be perpetrated by children as well as adults.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

(Working Together to Safeguard Children, July 2018)

Inappropriate and harmful sexual behaviours can include a whole spectrum of behaviours, including but not limited to: "using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other children or adults"

(examples taken from NSPCC definition).

Children's sexual behaviour exists on a wide continuum **from normal and developmentally expected to inappropriate, problematic, abusive and violent**. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage… Harmful sexual behaviour can occur online and/or face to face and can also occur simultaneously between the two.

(Part Five: Keeping Children Safe in Education,' September 2022)

For further clarity on what is meant by this terminology "**from normal and developmentally expected to inappropriate, problematic, abusive and violent,**" Designated Safeguarding Leads (or Deputies) can refer to Hackett's 'Continuum of children and young people's sexual behaviours'.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally Expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable			Includes misuse of power	Highly intrusive Instrumental
Consensual, mutual, reciprocal	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected		violence which is physiologically
Shared decision-making			Coercion and force to ensure victim compliance	and/or sexually arousing to the perpetrator
	Context for behaviour may be inappropriate	No overt elements of victimisation		Sadism
			Intrusive	
		Consent issues may be unclear		
	Generally consensual and reciprocal		Informed consent lacking or not able to be freely given by victim	
		May lack reciprocity or equal power		
		May include levels of compulsivity	May include elements of expressive violence	

A continuum of children and young people's sexual behaviours (Hackett, 2010)

The [Child Sexual Abuse Assessment Tool](#) (Cambridgeshire and Peterborough Safeguarding Children Partnership Board) is a useful resource for professionals to use to identify inappropriate and harmful behaviours across the age ranges. It distinguishes sexual behaviours which are part of healthy development through to sexual behaviours that are inappropriate, problematic or concerning and finally those behaviours which are abusive and violent.

It is particularly important to consider the age and developmental stage of the child when considering inappropriate/harmful sexual behaviours.

Sexual behaviours between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child particularly if they have power over them, for example if the older child is disabled or smaller in stature.

('Part Five: Keeping Children Safe in Education,' September 2022)

Identifying Sexually Inappropriate/Harmful Behaviour

It is important that all school staff receive training so that they recognise that safeguarding issues can manifest themselves as child on child abuse. Staff need to be aware that harmful sexual behaviour should be considered in a child protection context as a child or young person displaying inappropriate or harmful sexual behaviour may have their own unmet needs and may also pose a risk of harm to others. Staff need to know that such concerns must be referred to Designated Safeguarding Leads (or Deputies) in accordance with the school safeguarding policy. It is also important that staff have received training so that they are equipped to respond to a report from a child or young person of inappropriate, problematic, abusive or violent sexual behaviour.

Concerns about a child or young person's inappropriate or harmful sexual behaviour should be dealt with by the Designated Safeguarding Lead (or Deputy). The completion of this risk assessment may form part of that response.

The importance of High-Quality Relationships and Sex Education

It is important that appropriate personal safety lessons are taught to ensure that pupils know:

- how to: determine whether children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe…and how to seek help or advice
- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual types of relationship.
- that some types of behaviours within relationships are criminal including violent behavior and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the impact of viewing harmful content
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

N.B. This is not a complete list of required content but are those aspects of Relationships and Sex (RSE) Education most pertinent to this risk assessment document.

It is also vital that you seek the opinions of all pupils, via school assembly, classroom activities or your school/class councils about their perceptions of how safe they feel on the school premises.

A note on use of terminology

Whilst this risk assessment document makes use of the terms 'victim' and alleged 'perpetrator' as they are widely understood it is important schools think carefully about the terminology used, especially when speaking in front of children.

"It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable."

(Keeping Children Safe in Education, September 2022)

The Purpose of the Risk Assessment

This Risk Assessment has been designed to help you to record incidents or concerns around children and young people who exhibit sexually inappropriate or harmful behaviours. It will enable you to consider different aspects of the school environment and school routines in order to identify areas of concerns and formulate action plans. The action plan should outline the steps that need to be taken to ensure the safety of the victim(s), perpetrator(s) and student/staff body more widely. The risk assessment must be recorded (either written or electronic) and remain a live document which is kept under constant review.

This guidance and risk assessment assumes that the school has an up-to-date Safeguarding and Child Protection Policy and Procedures as well as any other linked policies and guidance e.g., the use of physical intervention to manage behaviour; anti-bullying; behaviour, discipline and suspension; transport; educational trips/visits; first aid, intimate care, internet safety and acceptable use of the internet.

How this Risk Assessment fits in with Statutory Guidance

The publication of the September 2022 version of Keeping Children Safe in Education, places greater expectations placed upon schools in their response to child on child abuse, of which sexually inappropriate/harmful behaviours forms a part. The government has strengthened its guidance to schools with the updating of 'Part 5 of Keeping Children Safe in Education: Child on Child Sexual Violence and Harassment' to include the previously separate guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (September 2021). Part 5 of Keeping Children Safe in Education is essential reading prior to undertaking this risk assessment. The revised guidance makes it clear that if schools fail to challenge inappropriate behaviours they can normalise such behaviours and create a culture and environment where sexual violence can occur. Greater emphasis is also placed on schools ensuring that no victim is made to feel ashamed for making a report.

Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimize the risk of child on child abuse
- how allegations of child on child abuse will be recorded, investigated and dealt with
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported.
  (Keeping Children Safe in Education, September 2022)

The use of this risk assessment can form part of the processes by which victims, perpetrators and others affected by child on child abuse will be supported.

When should this risk assessment be used?

Keeping Children Safe in Education states that "Where there is a report of **sexual violence** the Designated Safeguarding Lead (or Deputy) should make an immediate risk and needs assessment". Sexual violence includes rape, assault by penetration and sexual assault (sexual touching) and causing someone to engage in sexual activity without consent.

Furthermore, Keeping Children Safe in Education states that "where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis." Sexual harassment is defined as unwanted conduct of a sexual nature (including online sexual harassment), which includes but is not limited to sexual comments, sexual jokes or taunting, physical behaviour such as interfering with someone's clothes, non-consensual sharing of nude or semi-nude images or videos, sexualised bullying on or offline, sexual exploitation coercion or threats.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children (and if appropriate adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- The time and location of the incident, and any action required to make the location safer.

(Keeping Children Safe in Education, September 2022)

The risk assessment can also be used on other occasions when children or young people have exhibited sexually inappropriate or harmful behaviours and it would be useful give consideration to the school environment and school routines in order to identify areas of concerns and action plan accordingly.

Statutory guidance makes it very clear that risk assessments must be undertaken immediately:

Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation…consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all the children at the school or college should be **immediate**.

(Keeping Children Safe in Education, September 2022)

How to use the Risk Assessment

The Designated Safeguarding Lead (or Deputy) who has been made aware of the sexually inappropriate/harmful behaviour should always discuss these concerns with any other Designated Safeguarding Leads (or Deputies) and ensure that this conversation is recorded in the safeguarding file/record.

At this point, a decision should be made about whether the behaviour is sexually inappropriate, sexually harmful, sexually abusive or sexually violent. The Child Sexual Abuse Assessment Tool (Cambridgeshire and Peterborough Safeguarding Children Partnership Board) can be used to support the decision-making process and to identify exactly what it is about the behaviour which is causing concern. This should be sent alongside the referral form should a referral to Children's Social Care subsequently be made.

If behaviour is sexually inappropriate, it may be appropriate to involve Early Help, Children's Social Care and/or the Sexual Behaviour Service. If it is decided that the behaviour is sexually harmful, sexually abusive or sexually violent, advice and support should be requested from other agencies. These could include Children's Social Care, Sexual Behaviour Service and the Police. If a child has been harmed, or is at risk of significant harm a referral will need to be made to Children's Social Care in accordance with the safeguarding and child protection policy and procedures. This includes when there is a risk of a child or young person abusing someone else. Depending on the nature of the concerns, a report to the police may also be necessary in parallel with the referral to Children's Social Care.

In order to complete the Risk Assessment, you will need to involve all staff who work with the individual pupil(s) concerned. On completion of the Risk Assessment, you may need to make other staff not directly involved, aware of specific actions, e.g. informing teaching assistants, lunchtime supervisors and out of school club leader etc. Regardless as to whether the incident is being managed in school or requires the support of other agencies, parents should always be involved, unless you have concerns that this behaviour could be the result of the child or young person being sexually

abused within the family. Consideration of what is causing inappropriate or harmful problematic sexual behavior is vital. As stated in Working Together to Safeguard Children; "Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare." The University of Bedfordshire's resources to support schools and colleges to address harmful sexual behaviour are particularly strong on addressing these contextual issues. Their resources can be accessed free of charge after signing up to their website here: https://www.contextualsafeguarding.org.uk/. The 'Beyond Referrals' resources for schools and accompanying webinars are particularly relevant for secondary colleagues.

It is good practice where possible to involve the child(ren) in aspects of these discussions, and the wishes and feelings of the victim must be taken into consideration as much as is reasonably possible. Certainly, you will need to speak with all child(ren) involved. The child(ren) displaying sexually inappropriate/harmful behaviour will need to be made aware that the behaviour(s) are not appropriate in school. It is important to have a full and honest discussion with the alleged perpetrator and continue to talk and work with them. It is important to convey to the alleged perpetrator that whilst the behaviour is not acceptable, you are not condemning them as a person. Denial and embarrassment from the child or young person should be expected.

Multi-Agency Working

Work with children and young people who display sexually harmful behaviour requires a coordinated and multi-agency response. It is essential that all agencies work closely together to enhance communication and ensure consistency of approach. No single agency can manage children and young people with sexually harmful behaviour. Children's Social Care, Health, Education and Criminal Justice Agencies must collaborate in order assess risk, provide tailored interventions, reduce harm and protect victims. If other agencies are involved then their specialist input should contribute to the risk assessment.

Where there has been a report of sexual violence if it likely that professional risk assessment by social workers and/or sexual violence specialist will be required. Any such professional assessment should be used to inform the school or colleges approach to supporting and protecting their pupils and students and updating their own risk assessment.

(Keeping Children Safe in Education, September 2022)

Please ensure that:

- Relevant policies and procedures support this process. It may be necessary to amend some of your policies if the identified risk is not already acknowledged in your policy, e.g., Online Safety and Acceptable Use of the Internet Policy.
- You complete the risk assessment having followed the guidance in this document.
- Relevant agencies and parents are informed so that this process is transparent, and support is consistent.
- Following an incident, you complete a risk assessment for each pupil involved, including the victim(s), perpetrator(s) and other pupils directly affected.
- A review date is set at the time of completing the risk assessment.
- If similar behaviours are exhibited at a later date, the risk assessment should be reviewed and updated.
- All relevant staff are informed of decisions and changes to be made as a result of this risk assessment.
- You constantly review your decisions until the behaviours or concerns have been reduced to an acceptable level.
- If the incident involves the use of mobile technology and/or use of the internet, advice can be sought from the Useful Contacts section.

Useful Reference Documents

You may find some of the following documents useful when completing this Risk Assessment:

The Child Sexual Abuse Assessment Tool (Cambridgeshire and Peterborough Safeguarding Children Partnership Board)

Guidance for Professionals Working with Sexually Active Young People Under the Age of 18 which is Chapter 2.45 of the Safeguarding Children Partnership Board Manual which can be found at

http://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/sexuallyactiveyp

Harmful Sexual Behaviour Resources from University of Bedfordshire
https://www.contextualsafeguarding.org.uk/

Keeping Children Safe in Education: Statutory Guidance for schools and colleges, September 2022

Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective September 2020

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018

Depending on the risk identified, advice should be sought from one or more of the following agencies:

Cambridgeshire Sexual Behaviour Service   Tel: 01223 703591

Email: Trudy.potter@cambridgeshire.gov.uk

Peterborough Harmful Sexual Behaviour Service Email: rian.perry@peterborough.gov.uk
Tel: 07901 517947

Children's Social Care Referrals

Cambridgeshire   Tel: **0345 045 5203**

Peterborough   Tel: 01733 864180

Make a professional referral online

Out of hours   Tel: **01733 234724**

Early Help Hub   Tel: 01480 376 666

Email: early.helphub@cambridgeshire.gov.uk

Multi Agency Safeguarding Hub (MASH) Tel: 01480 847743

Police Child Abuse Investigation Unit

UK Safer Internet Centre   Tel: 0344 3814772

Email: helpline@saferinternet.org.uk

Other useful Points of Reference:

Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Children Partnership Board | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

Child Exploitation and Online Protection Centre - https://www.ceop.gov.uk/

Childnet International – Internet Safety Website – https://www.childnet.com/

Internet Watch Foundation - Internet Watch Foundation IWF - Eliminating Child Sexual Abuse Online | IWF

Kidscape – www.kidscape.org.uk

NSPCC – NSPCC | The UK children's charity | NSPCC

For children and young people Childline | Childline

Stop it Now! – Child Sexual Abuse - Stop It Now! UK and Ireland | Preventing child sexual abuse

Think U Know – CEOP Education (thinkuknow.co.uk)

UKCIS - Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Young Minds - YoungMinds | Mental Health Charity For Children And Young People | YoungMinds

Risk assessment

For young people who exhibit sexually inappropriate or harmful behaviours

THE PERSE SCHOOL

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

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

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

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

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

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

Risk categories to consider

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

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

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

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

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

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

(Keeping Children Safe in Education, Part 5, 2022)

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

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

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

Preventative Education Through Relationships and Sex Education

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

Raising Staff Awareness

G.	Staff	Yes	No	Details and if identified as a risk, then transfer to Risk Management Action Plan sheet.
1	Have all staff, including volunteers and Governors, read Part 1 and Annex B of Keeping Children Safe in Education 2022 and are they aware of their safeguarding responsibilities?			
2	Are all staff (including supply staff and volunteers) aware that 'child on child' abuse forms part of the school's safeguarding response.			
3	Have all staff (including supply staff and volunteers) received training about how to spot signs and indicators of abuse and how to respond to a young person who makes a disclosure?			
4	Do all staff understand the importance of understanding 'intra' familiar harms?			
5	Are all staff aware of the process for passing on concerns and aware of the identities of the Designated Safeguarding Leads and Deputies?			
6	Have all staff signed to say that they have read and understood the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2022?			
7	Have all appropriate staff been informed of the concerns around this young person on a 'need to know' basis?			

Young Person's Voice

Schools and colleges need to consider…

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

Keeping Children Safe in Education, Part 5, 2022

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

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

(Keeping Children Safe in Education September 2022)

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

Risk Management Action Plan

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

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

Review Date:

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

(Record names)

Risk Management Action Plan Review

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

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

Further Review Date:

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

(Record names