KINGSTON
GRAMMAR SCHOOL

FOUNDED 1561

RISK ASSESSMENT POLICY FOR STUDENT WELFARE

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1 Aims

1.1 This is the risk assessment policy for student welfare of Kingston Grammar School (School).

1.2 The aims of this policy are as follows:

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

1.2.2 to implement a framework for the identification and assessment of risk(s) to student wellbeing[1] and a systematic approach to ensuring that appropriate action is taken to reduce the risks that are identified;

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

1.2.4 to actively safeguard and promote the welfare and wellbeing of students 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 should be read alongside the School's Risk Management and Assessment Policy, which sets out the School's wider framework for identifying, assessing, recording, reviewing and escalating risk. This policy applies that framework specifically to risks relating to student welfare and safeguarding.

2 Scope and application

2.1 This policy applies to the whole School.

2.2 This policy applies to all registered students, whether they are under or over 18 years of age.

3 Regulatory framework

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

3.1.1 Education (Independent School Standards) Regulations 2014, in particular Part 3, paragraph 16 which requires the proprietor to ensure that the welfare of students 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;[2]

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

3.1.2 Education and Skills Act 2008;

3.1.3 Children Act 1989;

3.1.4 Childcare Act 2006;

3.1.5 Care Act 2014;

3.1.6 Crime and Policing Act 2026

3.1.7 Equality Act 2010;

3.1.8 Health and Safety at Work etc. Act 1974;

3.1.9 Data Protection Act 2018, UK General Data Protection Regulation **(**UK GDPR**)** and the Data (Use and Access) Act 2025 (together referred to as **data protection laws**); and

3.1.10 Regulatory Reform (Fire Safety) Order 2005.

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

3.2.1 The Independent School Standards Guidance for independent schools (DfE, April 2026) in particular paragraphs 3.33 – 3.35 ;

3.2.2 Keeping children safe in education (DfE, September 2026) (**KCSIE**);

3.2.3 Working together to safeguard children 2026 (DfE, updated March 2026);

3.2.4 Prevent duty guidance for England and Wales (HM Government, December 2023);

3.2.5 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);

3.2.6 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)

3.2.7 Searching, screening and confiscation: advice for schools (DfE, in force from September 2022)

3.2.8 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024);

3.2.9 Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, September 2026).

3.3 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.

4 Publication and availability

4.1 This policy is published on the School website and is available in hard copy on request.

4.2 A copy of the policy is available for inspection from the Head's office during the School day.

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

5 Definitions

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

5.1.1 References to the **Proprietor** are references to the Board of Governors.

6 Responsibility statement and allocation of task

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Head has overall responsibility for ensuring that matters which affect student welfare are adequately risk assessed and for ensuring that relevant findings are implemented, monitored and evaluated. Day-to-day responsibility for carrying out student welfare and safeguarding risk assessments under this policy is delegated to the DSL, supported by other appropriately trained staff as required.

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

Task	Allocated to	When / frequency of review
Oversight and approval of risk assessments	Ollie Garner, DSL	Ongoing, as completed
Keeping the policy up to date and compliant with the law and best practice	Ollie Garner, DSL	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	Ollie Garner, DSL	As required, and at least termly
Seeking input from interested groups (such as students, staff, parents) to consider improvements to the School's processes under the policy	Ollie Garner, DSL	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its	David Leen, DFO	As required, and at least termly

Task	Allocated to	When / frequency of review
implementation as required by data protection laws		
Formal annual review	Proprietor	Annually

7 Student welfare

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

7.1.1 to promote a child centred and co-ordinated approach to safeguard students' welfare;

7.1.2 to support students' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);

7.1.3 to identify children who may benefit from early help, those who may be in need and / or those suffering, or likely to suffer, harm;

7.1.4 to protect students from all types of abuse, violence, harassment, and exploitation and neglect;

7.1.5 to recognise that corporal punishment can never be justified;

7.1.6 to provide students with appropriate education, training and recreation to keep themselves safe and well, including PSHE Education and Relationships and Sex Education;

7.1.7 to encourage students to report concerns and to contribute to society;

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

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

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

7.1.11 to promote a whole school approach to online safety and to protect students from the risks arising from the use of technology including generative AI;

7.1.12 to listen to and respect students and in particular to listen to students' complaints and concerns, to complaints and concerns raised by others about student wellbeing / welfare and to investigate and manage such concerns effectively, and

7.1.13 consult with stakeholders about issues of student welfare and ensures that appropriate training and support is provided to students.

7.2 The School recognises that safeguarding and welfare risks are dynamic and may evolve over time. This includes risks arising from online activity, emerging technologies including artificial intelligence, misogyny and harmful gender-based attitudes, misinformation and disinformation, and the fact that safeguarding issues are often interrelated and may overlap. The School will take a proactive and responsive approach to identifying and addressing such risks.

7.3 The School recognises that individual students 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 students having regard to the special requirements of individual students but, where appropriate or necessary, balancing the special requirements of individual students against the School's responsibilities to promote and safeguard the welfare of all its students.

7.4 In addition, when carrying out its assessments, the School will endeavour to take into account all relevant factors[3] including, where appropriate:

7.4.1 a student's wishes and feelings, wherever possible;

7.4.2 a student's age and developmental needs;

7.4.3 their family circumstances;

7.4.4 the wider community context in which they are living;

7.4.5 wider contextual issues such as environmental and / or other extra-familial threats and / or new and emerging threats e.g. online threats.

7.5 The School addresses its commitment to these principles through prevention and protection measures.

7.6 **Prevention:** ensuring that all reasonable measures are taken to minimise the risk of harm[4] to students and their welfare by:

7.6.1 ensuring through training that all staff are aware of and committed to this policy and the values set out;

7.6.2 establishing a positive, supportive and secure environment in which students can learn and develop;

[3]See list at Appendix 1
[4]The harm test is explained on the Disclosure and Barring service (DBS) website on GOV.UK

7.6.3 creating a culture and environment that promotes student welfare, deters abuse and challenges inappropriate behaviour;

7.6.4 providing students with the confidence and a mechanism, to raise any problems, concerns or complaints they may have;

7.6.5 providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Kingston and Richmond Safeguarding Children Partnership (KRSCP) referral threshold document: Threshold - Kingston and Richmond Safeguarding Children Partnership

7.6.6 Staff should be particularly alert to indicators that a student may benefit from universal services, community-based Early Help or targeted Family Help, including repeated or prolonged absence, children missing education, suspensions, part-time timetables, time in alternative provision, risk of permanent exclusion, deteriorating mental health, young caring responsibilities, SEND, medical needs, exploitation, or other emerging welfare concerns.

7.6.7 Where a student aged 18 or over presents a safeguarding concern, the School will consider whether they are, or may be, an "adult at risk" under the provisions of the Care Act 2014. If so, it will follow appropriate safeguarding procedures, including referrals to the relevant local authority's safeguarding adults board, where relevant.

7.6.8 The School will, in particular, be alert to signs of abuse, neglect and exploitation, signs of serious violence and to the potential need for early help;

7.6.9 providing medical and pastoral support that is accessible and available to all students;

7.6.10 including in the curriculum, sport and recreation arrangements, activities and opportunities for personal, social, health and economic education (**PSHE**) and Relationships and Sex Education which equip students with skills to enable them to protect their own welfare and that of others.

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

7.7.1 having a zero-tolerance attitude to abuse, maintaining an attitude of: "it could happen here";

7.7.2 ensuring that students, staff and others, where necessary, are aware of the School's relevant processes and procedures and what is expected of them;

7.7.3 taking immediate and appropriate action in response to concerns about a child's welfare (even if they are considered to be low level and / or they do not presently meet the harm thresholds[5]) and by keeping appropriate records;

[5] See Part 4 of KCSIE

7.7.4 managing the issue or concern in line with the appropriate policy, procedure or guidance and pastoral support processes;

7.7.5 proactively sharing information to help identify, assess and respond to risks or concerns about the safety and welfare of children with appropriate colleagues, agencies and involving students and their parents/carers appropriately;

7.7.6 being aware of changing or emerging threats to student welfare such as significant public health and security related incidents, increased reports of child-on-child abuse or emerging online or technological issues.

7.8 The School recognises that student welfare and wellbeing 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, including mental health issues.

7.9 Students may not feel ready or know how to tell someone that they are being abused, exploited, neglected or exploited and / or may not recognise their experiences as harmful. In accordance with the School's Safeguarding & Child Protection Policy and Procedures, staff should seek to build trusted relationships with students 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 student.

8 School policies

8.1 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 student health, safety and welfare.

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
Safeguarding & Child Protection Policy and Procedures	Ollie Garner, DSL
Attendance Policy	Ollie Garner, DSL
Missing Child Policy	Ollie Garner, DSL
Smoking, Alcohol, Drugs and other Substance Abuse Policy	Alison Williams, Deputy Head
Anti-bullying/ Behaviour policies	Alison Williams, Deputy Head
Acceptable IT and Mobile Phone Use policy for students	Will Cooper, Deputy Head
Student AI Policy	Will Cooper, Deputy Head
Online safety policy	Ollie Garner, DSL
Gender Questioning Children Guidance	Ollie Garner, DSL
Health and safety / site safety & security policy (including visitor security)	David Leen, Director of Finance & Operations (DFO)
First aid policy	Ollie Garner, DSL
Medication policy	Ollie Garner, DSL
Special educational needs and disabilities (SEND) policy	Anoushka Lett, Assistant Head
Accessibility plan	David Leen, Director of Finance & Operations (DFO)
Educational visits, trips and tours policy	Adam House, Assistant Head
Student Supervision Guidance	Alison Williams, Deputy Head / Adam House, Assistant Head

Staff Code of Conduct/Recruitment, selection and disclosure policy and procedure	Nicola Sloan, Director of HR
Risk assessment for out of hours /out of term safeguarding arrangements	Ollie Garner, DSL

9 Risk assessment

9.1 Where a concern about a student's welfare is identified, the risks to that student'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.

9.2 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 student welfare or safety plans (such as behaviour, healthcare and education plans, as appropriate) or by using the attached risk assessment form at Appendix 2. Regardless of the approach taken or form used, the School's approach to promoting student welfare will be systematic and student-focused.

9.3 Where a concern involves child-on-child abuse, harmful sexual behaviour, sexual violence or sexual harassment, the School will consider whether an immediate risk and needs assessment is required. This should consider the welfare and support needs of the alleged victim, the alleged perpetrator and any other students who may be affected or at risk, including wider peer group, location, online and contextual safeguarding factors. Any assessment will be recorded, kept under review and used to inform ongoing safeguarding, pastoral and disciplinary decisions.

9.4 A student welfare risk assessment is a careful examination of what could cause harm to student welfare and a consideration of appropriate control measures, to weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm.

9.5 The risk assessment process is not intended to create huge amounts of paperwork and neither should it be viewed as purely a tick box or paper exercise. Its purpose is to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do.

9.6 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.

9.7 Further guidance for staff when carrying out risk assessments is set out in Appendix 1.

10 Reporting and information-sharing

10.1 When assessing risks to student welfare and wellbeing 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, adult social care, the police, the Channel Police Practitioner, to the Modern Slavery Trafficking Unit of the National Crime Agency, Ofsted, Child and adolescent mental health services (**CAMHS**) and / or the Charity Commission

10.2 The procedures for reporting safeguarding concerns are set out in the School's Safeguarding & Child Protection Policy and Procedures.

10.3 Where, in the course of a relevant activity, a member of staff is given reason to suspect that a child sex offence may have been committed, the matter must be reported to the DSL or DDSL as soon as practicable. Where a notification is required under the Crime and Policing Act 2026, this will ordinarily be made or arranged by the DSL in accordance with the School's Safeguarding & Child Protection Policy and Procedures.

10.4 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 students, which is always the School's paramount concern.

10.5 In particular, the School will co-operate and adopt an active approach with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

10.6 When deciding what information to share, the School will consider its relevance to the current safeguarding or welfare risk, what the receiving person or organisation needs to know, and whether the information is clearly presented and appropriately contextualised. Information shared should be focused, proportionate and limited to what is necessary for safeguarding and welfare purposes.

10.7 The DSL will take a lead role in all cases where a student is detained and questioned by the Police, or where a strip search is carried out by Police on school premises, to ensure that the student 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:

10.7.1 Advocate for the student's safety and wellbeing at all times;

10.7.2 support, advise and assist the student when they are given or asked to provide information or participate in any procedure;

10.7.3 observe whether the police are acting properly and fairly to respect their rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;

10.7.4 assist the student to communicate with the police whilst respecting their right to say nothing unless they want to; and

10.7.5 help them to understand their rights and ensure that those rights are protected and respected.

10.8 The School monitors student attendance and shall inform the applicable local authority in the appropriate circumstances of any student who is going to be added to or deleted from the School's admission register outside of standard transition times. 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 student.

11 Training

11.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

11.2 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.

11.3 The School maintains written records of all staff training.

12 Record keeping

12.1 The School will retain records of all welfare concerns, discussions and decisions made and the reasons for those decisions. Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. Where the concern is safeguarding-related, records should be made and managed in accordance with the Safeguarding & Child Protection Policy and Procedures, including recording on CPOMS where required.

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

12.3 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 on its website privacy notices which explain how the School will use personal data.

13 Monitoring and review

13.1 Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly in order to ensure that student 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.

14 Version control

Date of adoption of this policy	Pending
Date of last review of this policy	September 2026
Date for next review of this policy	September 2027
Policy owner (Executive)	Ollie Garner, DSL
Policy owner (Proprietor)	Governing Body. Kingston Grammar School

Appendix 1 Guidance for staff in carrying out risk assessment of student welfare, including non-exhaustive checklist of factors to consider

1. A student welfare risk assessment is a careful examination of what could cause harm to student 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.

2. The risk assessment process is not intended to create huge amounts of paperwork and neither should it be viewed as purely a tick box or paper exercise. Its purpose is to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do.

3. 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:

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

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

4. The steps to risk assessment

Step 1: Identify the issue

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

Step 2: Decide who might be harmed and how

- Identify individual students or groups of students who might be harmed and how they might be harmed. Complete a separate student welfare risk assessment for each student and use the Checklist below 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: Evaluate the risks and decide on precautions

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

- Compare what you currently do with what is required by law, guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the student's welfare. Where appropriate take into account any special requirements or protected characteristics.

Step 4: Relevant consultation (where required, permitted or appropriate[6])

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

Step 5: Record your findings and implement them

- Make a written record of your significant findings - the concern, the issues, how student(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. The School will record the risk assessment in the form set out in Appendix 2.

- 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 student(s) presenting the alleged behaviour.

Step 6: Review your risk assessment and reassess / 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 students 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 students remain in school.

- The information obtained through this process and the actions agreed will be shared, as appropriate, with other staff, students and third parties in order to safeguard and promote the welfare of a particular student or of students generally.

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

Checklist of factors to consider

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 student(s) in school including in relation to location, activities, contact with specific students, transport to and from school and contexts outside school.

Students may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and / or they may not recognise their experiences as harmful for a number of reasons: they may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and / or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation 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, sexuality, low self-esteem.

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

Online and technology-related risks: e.g. cyberbullying, harmful online contact, exposure to harmful content, online sexual harassment, making or sharing nudes or semi-nudes, AI-generated or manipulated images including deepfakes, misuse of generative AI, misinformation/disinformation, cybercrime, online radicalisation, grooming, exploitation or coercion.

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.

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

Parents and Carers

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

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

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

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

Appendix 2 Student Pastoral Risk Assessment and Care Plan

(To be completed in conjunction with the Risk Assessment Policy for Student Welfare)

Name of student:			
Tutor group:		**Date of Birth:**	
Home Address/Addresses:			
Emergency contact details:			
Person(s) consulted for the purposes of the risk assessment:			
Outline of concerns relating to Risk Assessment:			
Friendship/school issues to consider:			
Home issues to consider:			
Medical History and medication (where relevant):			
SEND status:			
Other agency involvement (please list):			
Additional information:			

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 student A by student B	student A	Childs Development Needs student A exhibits behaviour that is below an age expected level, recorded developmental delay. Potential power imbalance between student A and B. student B potentially developing a pattern of behaviour,	M	Both students have been interviewed and investigation is ongoing.	student A should not sit next to student B in class. Lunchtime staff and playground supervisors to keep an eye on students A and B at break times and report any incidents to [• name].	Class teacher Lunch time and playground supervisors	Immediately Immediately	L	Yes - communicated to staff on [• 00 month year]	3 weeks Class teacher

		second incident.								
student A has been overheard telling student B that [• he / she] intends to travel to Syria to live a better life.	student A, (student B and other students - not currently subject to a separate risk assessment.)	Childs Development Needs Behaviour log records many incidents of concern. Low self-esteem Online presence suggests possible involvement with persons with known extreme views.	H	Both student 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.	student A should be referred to the Channel Programme. Obtain student and parent consent to engage in the Channel programme	DSL DSL	Immediately	M	Yes Referred to the Channel Programme on [• 00 month year]	1 week DSL
e.g. student A has alleged that she was sexually touched by student B on the bus	student A, (student B and other students subject to own separate risk assessment.)	Childs Development Needs student A has ongoing SEND needs.	H	Referral has been made to children's social care on the same day, submitting a MARF (Multi Agency Referral Form) for both	student B to have an amended timetable so that he is not in any class with student A (to be kept	DSL	Immediately	M	Yes student B timetable amended. Specific staff informed.	3 days or immediately upon contact from CSC / police Consideration to be given to aspects of

on the way to school.		Lack of peer relationships for student A. Potential power imbalance between student A and B. Has student A suffered physical harm due to student B's alleged actions.		children. The MARF led to immediate police involvement. There are presently no bail conditions or recommendations that student B is suspended.	under review pending further advice from authorities) Specific teaching staff to be briefed on the need to ensure the children are not together. student 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			Trusted adult agreed with student A	school's systems e.g. staff training on child-on-child abuse
e.g. student A regularly missing education	student A	Childs Development Need	H	Report made to DSL	Continue to support and work with Student A and	Head/DSL	Immediately	M	Yes Meeting held with parents	1 week

due to concerns about CEV parent		Increased risks to mental health risks Risk of falling behind with education Increased isolation and student A at increased safeguarding risk of abuse, neglect or exploitation		School has reached out to student A and her parents to understand and work through their concerns	parents to increase confidence in returning to school Stress the compulsory nature of school to parents and need to report to Local Authority if attendance does not improve				Absence reported to Local Authority	DSL

Shared with Parents:	Yes/No	**Review date:**
Shared with Student:	Yes/No	
Shared with appropriate staff:	Yes/No	
Any other organisations to be contacted? (e.g. other schools, reporting obligations)		

Name of staff completing risk assessment:	
Signature:	
Date completed:	