



DISCOVERY
EDUCATIONAL TRUST

Risk Assessment Policy for Pupil Welfare

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1 Aims

- 1.1 This is the Risk Assessment Policy for Pupil Welfare of Discovery Educational Trust (DET) and its Schools.
- 1.2 The aims of this Policy are as follows:
 - 1.2.1 to reduce the likelihood that pupils are harmed through negligence, lack of foresight or proper planning by setting out the DET/School active approach to managing risk to pupil welfare;
 - 1.2.2 to implement a framework for the identification and assessment of risk(s) to pupil wellbeing¹ 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 pupils at all DET Schools; and
 - 1.2.5 to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.

2 Scope and Application

- 2.1 This Policy applies to the whole of all DET Schools, including the Early Years Foundation Stage (EYFS).

3 Regulatory Framework

- 3.1 This Policy has been prepared to meet the Trust's and its Schools' 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 pupils at Trust Schools 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;
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (*DfE, December 2023, effective 4 January 2024*);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Children Act 1989;
 - 3.1.5 Childcare Act 2006;
 - 3.1.6 Equality Act 2010;
 - 3.1.7 Health and Safety at Work etc. Act 1974;
 - 3.1.8 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and

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

3.1.9 Regulatory Reform (Fire Safety) Order 2005.

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

3.2.1 **Keeping children safe in education** (DfE, September 2024) (**KCSIE**);

3.2.2 **Working together to safeguard children** (HM Government, December 2023);

3.2.3 **Revised Prevent duty guidance for England and Wales** (Home Office, April 2023);

3.2.4 **Channel duty guidance: protecting vulnerable people from being drawn into terrorism** (Home Office, February 2021, updated December 2023);

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

3.2.6 **Tips for Tackling Discriminatory Bullying** (The Equality and Human Rights Commission and the Anti-Bullying Alliance;

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

3.2.8 **Searching, screening and confiscation: advice for schools** (DfE, July 2022);

3.2.9 **Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers** (HM Government, May 2024); and

3.2.10 **Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance** (DfE, September 2021).

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

4 Publication and Availability

4.1 This Policy is published on the Trust's website.

4.2 This Policy is available in hard copy on request.

4.3 A copy of the Policy is available for inspection from the relevant School Office during the school day.

4.4 This Policy can be made available in large print or another accessible format, if required.

4.5 This Policy is available to all staff via SafeSmart.

5 Definitions

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

5.1.1 References to **DET** or the **Trust** are references to Discovery Educational Trust, the Academy Trust.

5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not

the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).

5.1.3 References to **school days** mean Monday to Friday, when the Schools are open to pupils during term-time. The dates of terms are published on the Schools’ websites.

6 Responsibility Statement and Allocation of Tasks

6.1 DET has overall responsibility for all matters which are the subject of this Policy.

6.2 To ensure the efficient discharge of its responsibilities under this Policy, DET has allocated the following tasks:

Task	Allocated to	When / frequency of review
Approval of risk assessments	Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) in their absence)	Ongoing, as completed
Keeping the Policy up-to-date and compliant with the law and best practice	Director of Education (DoE) for Personal Development, Behaviour and Attitudes and Director of Operations (DoO)	As a minimum annually, ideally termly, and as required
Monitoring the implementation of the Policy	DoE for Personal Development, Behaviour and Attitudes	As a minimum annually, ideally termly, and as required
Monitoring relevant risk assessments and any action taken in response, and evaluating effectiveness	DSL or DDSL	
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Schools’ processes under the Policy	DSL or DDSL	As a minimum annually, ideally termly, and as required
Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	School Business Manager (SBM)	As required, and, at least, termly
Formal annual review	DET Trust Board (TB)	Annually
Overall responsibility for content and implementation	DET TB	As a minimum annually

7 Pupil Welfare

7.1 DET and its Schools recognise their responsibility to safeguard and promote the welfare of pupils in their care. This responsibility encompasses the following principles:

- 7.1.1 to promote a child-centred and coordinated approach to safeguard pupils' welfare;
 - 7.1.2 to support pupils' 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 pupils 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 pupils with appropriate education, training and recreation to keep themselves safe and well, including Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE);
 - 7.1.7 to encourage pupils to report concerns and contribute to society;
 - 7.1.8 to highlight that the law on child-on-child abuse is there to protect children rather than criminalise them;
 - 7.1.9 to protect pupils from the risk of honour-based violence, Female Genital Mutilation (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 pupils 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 pupils from the risks arising from the use of technology;
 - 7.1.12 to listen to, and respect, pupils and, in particular, to listen to pupils' complaints and concerns, to complaints and concerns raised by others about pupil wellbeing/welfare and to investigate and manage such concerns effectively; and
 - 7.1.13 to consult with stakeholders about issues of pupil welfare and ensure that appropriate training and support is provided to pupils and to Parents.
- 7.2 DET and its Schools recognise 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. DET and its Schools are committed to promoting and safeguarding the welfare of all of their pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the DET and its Schools' responsibilities to promote and safeguard the welfare of all of its pupils.
- 7.3 In addition, when carrying out its assessments, DET and its Schools endeavour to consider all relevant factors including, where appropriate:
- 7.3.1 a pupil's wishes and feelings, wherever possible;
 - 7.3.2 a pupil's developmental needs;

- 7.3.3 their family circumstances;
 - 7.3.4 the wider community context in which they are living;
 - 7.3.5 wider contextual issues such as environmental and/or other extra-familial threats and/or new and emerging threats, for example, online threats.
- 7.4 DET and its Schools address its commitment to these principles through prevention and protection measures.
- 7.5 **Prevention:** ensuring that all reasonable measures are taken to minimise the risk of harm² to pupils and their welfare by:
- 7.5.1 ensuring, through training, that all staff are aware of and committed to this Policy and the values set out;
 - 7.5.2 establishing a positive, supportive and secure environment in which pupils can learn and develop;
 - 7.5.3 creating a culture and environment that promotes pupil welfare, deters abuse and challenges inappropriate behaviour;
 - 7.5.4 providing pupils with the confidence and a mechanism to raise any problems, concerns or complaints that they may have;
 - 7.5.5 providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Local Authority Safeguarding Partners referral threshold document. DET and its Schools will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for Early Help;
 - 7.5.6 providing medical and pastoral support that is accessible and available to all pupils;
 - 7.5.7 including in the curriculum, sport and recreation arrangements, activities and opportunities for PSHE education and RSE, which equip pupils with skills to enable them to protect their own welfare and that of others.
- 7.6 **Protection:** ensuring that all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:
- 7.6.1 having a zero-tolerance attitude to abuse, maintaining an attitude of “it could happen here”;
 - 7.6.2 ensuring that pupils, staff and others, where necessary, are aware of the School’s relevant processes and procedures and what is expected of them;
 - 7.6.3 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 thresholds³) and by keeping appropriate records;
 - 7.6.4 managing the issue or concern in line with the appropriate policy, procedure or guidance and pastoral support processes;

²The harm test is explained on the Disclosure and Barring service (DBS) website on [GOV.UK](https://www.gov.uk)

³ See Part 4 of KCSIE

- 7.6.5 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 pupils and their Parents appropriately; and
- 7.6.6 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.
- 7.7 DET and its Schools recognise that pupil 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.
- 7.8 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 DET Safeguarding and Child Protection Policy and local School procedures, staff should seek to build trusted relationships with pupils to facilitate communication. Barriers to communication should not prevent staff from exercising professional curiosity and speaking to the DSL (or DDSL in their absence) if they have concerns about a pupil.

8 Trust and School Policies

- 8.1 DET and its Schools have 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
DET Safeguarding and Child Protection Policy; and Local School procedures	DoE for Personal Development, Behaviour and Attitudes DSLs
Staff Code of Conduct; Raising Allegations and Low-Level Concerns Policy: and Harmful Sexual Behaviour/Child-on-Child Abuse Policy	DoO and Director of HR (DoHR) DoE for Personal Development, Behaviour and Attitudes DoE for Personal Development, Behaviour and Attitudes
School Attendance Policy	Executive Headteacher (EHT)/Headteacher (HT)/Deputy Headteacher (DHT)
School Anti-Bullying Policy	EHT/HT/DHT
School Behaviour Policy;	EHT/HT/DHT
DET Online Safety Policy	School Online Safety Lead (OSL) or DSL
DET Health and Safety Policy	SBM/Estates Manager (EM)
School First Aid Policy	SBM

DET Supporting Pupils with Medical Conditions Policy	SBM
DET Special Educational Needs and Disability Policy; School Accessibility Plan	EHT/HT and Special Educational Needs and Disability Coordinator (SENDCo); EHT/HT/DHT
DET Educational Visits Policy	EHT/HT/Educational Visits Coordinator (EVC)
Employee Recruitment Procedure (including selection and disclosure procedures)	DoHR and SBM
DET Complaints Policy and Procedure	EHT/HT/DHT

9 Risk Assessment

- 9.1 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 DET/School 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 Schools' 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). The template risk assessment form at Appendix 2 can also be used. Regardless of the approach taken or form used, the Schools' approach to promoting pupil welfare will be systematic and pupil-focused.
- 9.3 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 the decision as to whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm has been considered.
- 9.4 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.
- 9.5 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 a risk assessment in this context, remember:
- 9.5.1 a welfare issue is anything that may harm a pupil; to include cyber-bullying, sexual violence or harassment, abuse and the risk of radicalisation and extremism;
 - 9.5.2 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.

10 The Steps to Risk Assessment

10.1 Step 1: Identify the issue

10.1.1 Firstly, 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.

10.2 Step 2: Decide who might be harmed and how

10.2.1 Identify individual pupils or groups of pupils, who might be harmed, and how they might be harmed. Complete a separate pupil welfare risk assessment for each pupil and use the Checklist in Appendix 1 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.

10.3 Step 3: Evaluate the risks and decide on precautions

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

10.3.2 Compare what is currently done 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 pupil's welfare. Where appropriate, consider any special requirements or protected characteristics.

10.4 Step 4: Relevant consultation (where required, permitted or appropriate⁴)

10.4.1 Meet with the pupil, pupil's Parent(s) or third party, for example, professional involved with the pupil, to discuss the risks and wishes and feelings of the pupil, if appropriate.

10.5 Step 5: Record findings and implement them

10.5.1 Make a written record of all significant findings - the concern, the issues, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

10.5.2 There is no prescribed format for this record, but any record produced should be simple and focussed on control measures and the steps that the School proposes to take to manage the risk.

10.5.3 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.

10.6 Step 6: Review the risk assessment and reassess/update, if necessary

10.6.1 Assessment should be a dynamic process, which analyses and responds to the changing nature and level of need and/or risk. Review what is being done for the pupils identified and across the School generally and monitor and review the efficacy and/or the outcome of the measures implemented on a regular basis, or as required. This is particularly important when managing complex welfare issues, such as child-on-child abuse, where both pupils remain in School.

10.6.2 The information obtained through this process and the actions 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.

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

11 Reporting and Information-Sharing

11.1 When assessing risks to pupil 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 to regulatory bodies, including, but not restricted to, Children's Social Care (CSC), 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 Education and Skills Funding Agency (**ESFA**).

11.2 The procedures for reporting safeguarding concerns are set out in the DET Safeguarding and Child Protection Policy and in School procedures.

11.3 DET and its Schools understand 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 DET's/Schools' paramount concern.

11.4 In particular, DET and its Schools will cooperate and adopt an active approach with CSC, 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.

11.5 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:

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

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

11.5.3 assist the pupil to communicate with the Police, whilst respecting the pupil's right to say nothing unless they want to; and

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

11.6 DET and its Schools monitor 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 a School's admission register. The Schools 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 pupil.

12 Training

- 12.1 DET and its Schools ensure 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.
- 12.2 The level and frequency of training depends on the role of the individual member of staff and the need for them to complete risk assessments as part of their role.
- 12.3 All DET Schools maintain written records of all staff training.

13 Record Keeping

- 13.1 DET and its schools 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.
- 13.2 All records created in accordance with this Policy are managed in accordance with the DET Records Management Policy and DET Retention Schedules.
- 13.3 The information created in connection with this Policy may contain personal data. The use of this personal data by DET and its Schools will be in accordance with Data Protection law. DET has published Privacy Notices on its website, which apply to all DET Schools and explain how DET and its Schools will use personal data.

14 Monitoring and Review

- 14.1 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.

Appendix 1 (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 of School.

Pupils 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 and neglect so that staff are able to identify cases of children, who may need help or protection.

Child's Developmental Needs

Age and understanding: for example, developmental stage, concerns about developmental delay.

Health: for example, physical health issue, for example, serious allergies/disability, mental health issue, for example, depression, self-harm, exhibiting 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, for example, failure to access medical attention, concerns about developmental delay.

Education: for example, 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, for example, ASD, under/over achiever, poor home-School relationship.

Emotional and behavioural development: for example, display of extremist views, anti-social behaviour, illegal/offending behaviour, personality trait issues, for example, 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: for example, gender, sexuality, low self-esteem.

Family and social relationships: for example, 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: for example, social problems, lack of friendship groups, child's online presence.

Self-care skills: for example, lack of care of appearance, lack of personal hygiene, unsuitable clothing.

Child's wishes and views: for example, reporting to Police, choice.

Family and Environmental Factors

Family history and functioning: for example, divorce, parental relationship tensions, for example, 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: for example, 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: for example, loss of parental income/job, inappropriate housing, asylum seeker.

Family's social integration: for example, lack of support networks, family socially excluded.

Community resources: for example, negativity towards family, non-engagement with services.

Parents

Basic care, safety and protection: for example, suspected/actual physical/emotional/sexual abuse or neglect, appropriate supervision, for example, nannies/drivers/home alone arrangements.

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

Emotional warmth: for example, expectations of performance/pressure to achieve, poor attachment.

Guidance, boundaries and stimulation: for example, unclear boundaries/boundaries not enforced, Parents involved with criminal activity.

Appendix 2 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]

Person(s) consulted for the purposes of the risk assessment: [names of pupil(s), Parents, 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 developmental delay.	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 and report	Class teacher Lunch time and playground supervisors	Immediately Immediately	L	Yes - communicated to staff on [00-month year]	Three weeks Class teacher

		<p>Potential power imbalance between Pupil A and B.</p> <p>Pupil B potentially developing a pattern of behaviour, second incident.</p>			any incidents to [name].					
<p>Pupil A has been overheard telling Pupil B that [they] intend to travel to Syria to live a better life.</p>	<p>Pupil A, (Pupil B and other pupils - not currently subject to a separate risk assessment.)</p>	<p>Child's Development Needs</p> <p>Behaviour log records many incidents of concern.</p> <p>Low self-esteem</p> <p>Online presence suggests possible involvement with persons with known</p>	H	<p>Both Pupils A and B have been spoken to and interviewed by the DSL and the Parents, the Police and CSC services have been informed.</p>	<p>Pupil A should be referred to the Channel Programme.</p> <p>Obtain pupil and Parent consent to engage in the Channel programme.</p>	<p>DSL</p> <p>DSL</p>	<p>Immediately</p>	M	<p>Yes</p> <p>Referred to the Channel Programme on [00-month year]</p>	<p>One week</p> <p>DSL</p>

		extreme views.								
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.)	<p>Child’s Development Needs</p> <p>Pupil A has ongoing SEND needs.</p> <p>Lack of peer relationships for Pupil A.</p> <p>Potential power imbalance between Pupil A and B.</p> <p>Has Pupil A suffered physical harm due to Pupil B's alleged actions?</p>	H	<p>Referral has been made to CSC on the same day, submitting a Multi-Agency Referral Form (MARF) for both children. The MARF led to immediate Police involvement.</p> <p>There are presently no bail conditions or recommendations that Pupil B be suspended.</p>	<p>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 from authorities).</p> <p>Specific teaching staff to be briefed on the need to ensure that the children are not together.</p> <p>Pupil A given a trusted adult she can go to at any time: staff member will meet with her regularly and</p>	<p>DSL</p> <p>Teaching staff</p> <p>Trusted adult</p>	Immediately	M	<p>Yes</p> <p>Pupil B timetable amended.</p> <p>Specific staff informed.</p> <p>Trusted adult agreed with Pupil A.</p>	<p>Three days or immediately upon contact from CSC/Police.</p> <p>Consideration to be given to aspects of School's systems, e.g. staff training on child-on-child abuse.</p>

					support her with break and lunchtime arrangements					
Pupil A regularly missing education due to concerns about CEV Parent.	Pupil A	<p>Child's Development Need</p> <p>Increased risks to mental health issues/concerns.</p> <p>Risk of falling behind with education.</p> <p>Increased isolation and Pupil A at increased safeguarding risk of abuse or neglect.</p>	H	<p>Report made to DSL.</p> <p>School has reached out to Pupil A and her Parents to understand and work through their concerns.</p>	<p>Continue to support and work with Pupil A and Parents to increase confidence in returning to School.</p> <p>Stress the compulsory nature of school to Parents and need to report to Local Authority if attendance does not improve.</p>	EHT/HT/DSL	Immediately	M	<p>Yes</p> <p>Meeting held with Parents.</p> <p>Absence reported to Local Authority.</p>	<p>One week</p> <p>DSL</p>

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

Date:

Authorised by [DSL or DDSL]

Signed:

Date:

Review date: