HEADINGTON RYE
OXFORD

# Welfare Risk Assessment and Support Policy

## Whole School

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| Reviewed by | Senior School Deputy Head Pastoral<br>Prep School Deputy Head Pastoral |
| Approved by Governors (Risk and Compliance) | 07 October 2025 |
| Date of last Review | 05 August 2025 |
| Next Review Date | August 2026 or in line with legislative updates or changes to template documents |

# Welfare Risk Assessment and Support Policy

Safeguarding and promoting the welfare of children at Headington Rye Oxford underpin everything we do. There will be occasions where a pupil's presentation gives rise to concern around their welfare; certain behaviours or traits may suggest that there is a risk of harm, and in such cases the School will act to identify such risks and seek to mitigate them wherever possible in order to keep the child safe.

This policy is written and implemented with the Education (Independent School Standards) Regulations 2014 in mind, with particular reference to Part 3 of these ISSRs where there is an obligation in paragraph 16 for the Governors to ensure:

a. *the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and*

b. *appropriate action is taken to reduce risks that are identified.*

Additionally, Part 8 of the ISSRs expects those with leadership and management responsibilities within the School to actively promote the wellbeing of pupils (paragraph 34 c).

The policy applies across the whole School: Prep (including EYFS) and Senior.

This Policy is designed with specific aims in mind:

- To ensure that all employees of the School are aware of, and adhere to, the School's policies and procedures in relation to the risk assessment of pupil welfare issues
- To reduce the likelihood that pupils are harmed through negligence, lack of foresight or proper planning by setting out Headington Rye Oxford's active approach to managing risk to pupil welfare
- To implement a framework for identifying and assessing risk(s) to pupils and their wellbeing, and a systematic approach to ensuring that appropriate action is taken to reduce the risks that are identified
- To support School staff (and particularly designated pastoral staff) in assessing the risk pertaining to specific individual pupils and their presenting needs
- Having identified key risks, to assist pastoral staff in creating and documenting individual pupil welfare risk assessments in a consistent way, mitigating where possible the identified risks
- And by doing so, enabling identified staff to then provide effective and appropriate support, following a suggested care plan which is subject to regular review, in order to address these needs, improve pupil wellbeing and reduce overall risk
- This child-centred approach contributes to the safeguarding of pupils and the culture of safety that is so fundamental to Headington Rye's ethos, putting the best interests of children first, keeping them safe and promoting their welfare and wellbeing

This policy is available to parents to view on the School website.

## Regulatory Framework

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

- Education (Independent School Standards) Regulations 2014
- Education and Skills Act 2008
- Children Act 1989
- Childcare Act 2006
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Regulatory Reform (Fire Safety) Order 2005

The policy has regard to the following guidance and advice:

- The Independent School Standards Guidance for Independent Schools (DfE April 2019) in particular paragraphs 4.26 – 4.28
- Keeping Children Safe in Education (KCSiE) (DfE, July 2025)
- Working Together to Safeguard Children (HM Government, updated June 2025)
- Working Together to Improve School Attendance (DfE, updated August 2024)
- Revised Prevent Duty Guidance for England and Wales (HM Government, updated May 2024)
- The Prevent Duty: An Introduction for those with Safeguarding Responsibilities (DfE, updated September 2023)
- Preventing and Tackling Bullying: Advice for Staff and Governing Bodies (DfE, July 2017)
- Advice and Guidance: How can we stop prejudice-based bullying in schools? (Equality and Human Rights Commission)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, updated February 2024)
- Searching, Screening and Confiscation: Advice for Schools (DfE, updated July 2023)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HM Government, updated May 2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, September 2021 and July 2025)
- Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges (DfE, updated July 2025)
- Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings (Safer Recruitment Consortium, updated February 2022)

## Responsibilities

The Governing Body (known at Headington Rye Oxford as Council) have overall responsibility for safeguarding and promoting pupil welfare and wellbeing at the School and for all matters which are the subject of this policy.

At an operational level, the Headmistress will:

- Ensure that the health, safety and wellbeing of all pupils and staff is suitably promoted;
- Ensure that all staff are aware of and adhere to the School's policies and procedures on pupil health, safety and welfare;
- Ensure that key staff have clearly established roles and responsibilities (see below);
- Ensure that staff are appropriately trained to identify and deal with pupil welfare issues;
- Ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
- Ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these; and
- Monitor the implementation of this policy, as well as any action taken in response to a risk assessment and evaluate its effectiveness.

Responsibility for key tasks to ensure the efficient discharge of the policy are delegated as follows:

The Deputy Head Pastoral has responsibility for:

- Keeping the policy up to date and compliant with the law and best practice
- Implementing the policy and monitoring its implementation, liaising with key personnel (Deputy Head Pastoral Prep School, Pastoral Heads of Section and Head of Boarding Senior School, Lead Nurse, School Counsellors and Director of Safeguarding as appropriate)
- Supporting staff completing welfare risk assessments, providing advice and guidance, and appropriate challenge where necessary
- Approving and monitoring the relevant risk assessments and any action taken in response, and evaluating their effectiveness
- Consulting with staff, pupils, parents and others (including external specialists), where appropriate, to find practical solutions to welfare issues
- Seeking input from interested groups (such as pupils, staff and parents) to consider improvements to the School's processes under the policy
- Annually reviewing the policy (involving those with key pastoral roles in this review and reporting to Governors)
- Sharing information around the implementation of the policy, including trends, reflections and lessons learnt with the Director of Safeguarding who will report to Council and/or the Risk and Compliance Committee on a termly basis.

The Deputy Head Pastoral in the Prep School has responsibility for overseeing the implementation of the STEER process (AS Tracking) within Key Stage 2 at the Prep School, scrutinising with identified staff the data generated, and implementing and reviewing the individualised pupil action plans that result. Further information on STEER can be found overleaf.

Responsibility for identifying risk and drawing up risk assessments (or revised action and care plans in the Prep School) and taking action to ensure they are effectively implemented sits with the Deputy DSLs in both Schools, who will work with the Deputy Heads Pastoral and Director of Safeguarding to ensure risks and control measures are reasonable and authorised and will determine how widely such assessments should be circulated in order to keep pupils safe.

The Deputy DSLs will work alongside Heads of Year and Heads of Key Stage, Housemistresses and Assistant Housemaster/mistresses, Nurses, Counsellors and the Health and Wellbeing Assistant (Prep)/Wellbeing Support Supervisor (Senior) to gather information and views pertinent to the risk assessment process, and with other staff where necessary to maintain up to date records and to ensure that all information is stored securely in line with UK GDPR and reviewed in a timely manner.

Where risk assessments or AS Tracking action plans identify control measures that the wider staff body need to be aware of, the information will be shared confidentially and steps taken to ensure the appropriate actions are implemented.

The Deputy Head Pastoral in both Prep and Senior Schools will retain responsibility for delivering Mental Health First Aid Training to better equip staff with the tools they need to identify and respond to pupils where the risk relates to mental ill health.

All staff remain responsible for safeguarding and promoting the welfare and wellbeing of all children in their care.

**Use of STEER[1] Tracking in the Prep School**

In the Prep School, pupils in Key Stage 2 engage in the STEER student assessment online system which identifies hidden mental health risks and enables support to be provided to vulnerable children earlier, thereby reducing their social-emotional risk. This is a form of welfare risk assessment specific to Key Stage 2 within the Prep School.

STEER student assessments provide an online tool which can measure, track and seek to improve how each child self-regulates four factors fundamental to wellbeing and good mental health (self-disclosure, trust of themselves, trust of others, seeking change). The system identifies hidden social-emotional risks (by looking at polar bias) that might otherwise go undetected, and provides automated reports that can be used to inform individual pupil action plans, equipping teachers to proactively target their support, and over time to measure the impact of such support. The system arguably allows staff to respond earlier, before a child's mental health needs have developed into a crisis that might require a more traditional welfare risk assessment.

Children undertake an online assessment at specific periods during the academic year. STEER reviews the resulting data and prioritises and flags pupils who have two or more risks (polar biases) highlighted. This enables teachers to act and individualise targeted action plans, which can be reviewed and their impact measured. Children are assessed three times during the academic year, the final assessment providing a baseline for the next academic year. The Deputy Head Pastoral (Prep School) has oversight of the STEER tracking process.

**Welfare Principles**

**General**

Headington Rye Oxford recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

[1] Information relating to STEER Tracking can be found on their website: https://steer.education/steer-tracking/

i. To promote a child centred and coordinated approach to safeguard pupil's welfare;
ii. To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
iii. To identify children who may benefit from early help, those who may be in need and / or suffering, or likely to suffer, harm[2];
iv. To protect pupils from all types of abuse, violence, sexual violence, harassment, exploitation and neglect;
v. To highlight the importance of ensuring that pupils understand that the law on child on child abuse is there to protect children rather than criminalise them;
vi. To recognise that corporal punishment can never be justified and force can never be used as a form of punishment;
vii. To provide pupils with appropriate education, training, and recreational opportunities to keep themselves safe and well, including PSHE/RSE education;
viii. To encourage pupils to report and share concerns and to contribute positively to both their School community and to wider society;
ix. To protect children from the risks of honour based abuse (HBA), 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;
x. To ensure pupils are provided with a safe and healthy environment so far as reasonably practicable;
xi. To promote a whole school approach to online safety and to protect pupils from the risks arising from the use of technology;
xii. 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, manage and respond to such concerns effectively; and
xiii. To consult with stakeholders about issues of pupil welfare and ensure that appropriate training and support is provided to pupils (and where needed and appropriate to their parents/guardians).

Headington Rye Oxford recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional 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 of its pupils.

Additionally, when carrying out its welfare risk assessments, the School will endeavour to take into account all relevant factors including, where appropriate:

- A pupil's wishes and feelings, wherever possible
- Their family circumstances
- The wider community context in which they are living
- Wider contextual issues such as environmental and/or other extra-familial threats and/or new and emerging threats e.g. online threats

Headington Rye Oxford addresses its commitment to the principles highlighted above through prevention and protection measures as detailed overleaf.

[22] As defined by Section 17 and / or Section 47 of the Children Act 1989

**Prevention**
We try to ensure that all reasonable measures are taken to prevent or at least minimise the risk of harm to pupils and their welfare by:

a. Ensuring through training or briefings that all staff are aware of and committed to this policy and the values it sets out;
b. Establishing a positive, supportive and secure environment in which pupils can learn and develop;
c. Creating a culture and environment that promotes pupil welfare, deters abuse and challenges inappropriate behaviour;
d. Including in the curriculum, sport and recreation arrangements, activities and opportunities for PSHE and RSE which equip pupils with skills to enable them to protect their own welfare and that of others;
e. Providing appropriate medical and pastoral support that is accessible and available to all pupils;
f. Providing pupils with the confidence and a mechanism to raise any problems, concerns or complaints they may have; and
g. Providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Oxfordshire Safeguarding Children's Partnership[3] procedures. The School will, in particular, be alert to signs of abuse, neglect, exploitation, signs of serious violence and the potential need for early help.

**Protection**
We try to ensure that all appropriate actions are taken to protect pupils by addressing concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise, including:

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 on CPOMS[4];
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.

Headington Rye Oxford recognises 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 (both mental and physical).

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[3] Given the school's wide catchment area we are cognisant of working with the equivalent safeguarding partnership boards in neighbouring counties and further afield – the guiding principles are universal.
[44] CPOMS is the Child Protection Online Management System used to log observations, incidents and concerns at Headington Rye Oxford.

Pupils may not feel ready or know how to tell someone that they are being abused, exploited, neglected or suffering from mental ill health, and/or may not recognise their experiences or behaviours as harmful, risky or problematic. In accordance with the School's Safeguarding 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 Director of Safeguarding (DSL) or any of the Deputy DSLs, or logging their observations on CPOMS, if they have concerns about a pupil.

Staff in the Prep School should keep an open mind to the underlying traits identified by the STEER AS Tracking reports.

Whilst staff always endeavour to provide support to pupils in as timely a manner as possible, it is important to note that the School cannot be held responsible for pupil wellbeing and safety when young people are not in their care. In these circumstances we expect parents or guardians to provide the necessary supervision and support. Pupils sometimes reach out to trusted adults at School and seek advice or support out of normal school hours by emailing staff. Parents are advised that staff are not expected to monitor their emails outside of working hours. There is therefore a risk that a pupil in crisis or a state of distress will not receive an immediate response (and perhaps no response until the next working day when that member of staff opens their emails) which may exacerbate their distress and compromise their wellbeing. If a member of staff receives an email that causes them to be concerned out of hours they will alert the Director of Safeguarding and seek to contact those with direct responsibility for the young person to alert them to their concern so that the pupil can be kept safe.

**Supporting Policies**

The School has a range of policies which include procedures that relate to, or overlap in some way with, safeguarding and promoting pupil health, safety and welfare, including:

- Safeguarding Policy
- Low Level Concerns Policy
- Child Missing Education Policy
- Staff Code of Conduct
- Behaviour, Rewards and Sanctions Policy
- Exclusions Policy
- Anti-Bullying Policy
- Preventing Cyber-Bullying Policy
- Filtering and Monitoring Policy
- Acceptable Use (of IT) Policies (AUP)
- Online Safety Policy
- Attendance Policy
- Alcohol / Anti-Smoking / Anti-Drugs and Substance Abuse Policies
- Health and Safety policy
- First Aid and Medicines Policies
- Educational Visits Policy
- Supervision of Pupils Policies
- Visiting Speakers Policy

- Safer Recruitment Policy
- SENDA and SEND policies
- Visitors Policy
- Eating Disorders / Self Harm Policies
- Physical Restraint Policy
- Searching and Screening Policy
- Pupil Voice Policy
- PSHE / RSE Policy

**Risk Assessment**

**General Points Relating to Welfare Risk Assessment**

Where a concern about a pupil's welfare is identified, (including as a result of AS Tracking in the Prep School) 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. Further guidance on risk assessment can be found in Appendix B.

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 care and safety plans (such as attendance, behaviour, healthcare and education plans, as appropriate) which will be uploaded to CPOMS or accessed via ISAMS or the Staff Pages. It may take the form of an action plan or care plan resulting from a child's engagement with AS Tracking in the Prep School. The individual risk is assessed and steps to mitigate the identified risks are put into place. An example risk assessment form and the resulting guidance document issued for staff awareness in significant cases can be seen in Appendix D. Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

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 professionals can weigh up whether the School is taking/has taken adequate precautions or should take additional steps to prevent the risk of harm. Typical risks and how the school may mitigate them have been identified in Appendix C which can be consulted to inform the individualised approach.

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. It may include creating a Care Plan to inform staff of the pupil's need, or a Safety Plan, which is designed to support the pupil themselves. It may follow a template generated by AS tracking assessment in the Prep School.

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 the risk assessment in this context, staff are encouraged to remember:

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

- to include any harmful behaviours linked to mental ill health e.g. self harm, disordered eating, psychosis, suicidal ideation etc
- 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

The information obtained through the risk assessment process, and the action agreed to mitigate or control the identified risk(s) will be shared, as appropriate, with other staff, parents and third parties where it is deemed necessary in order to safeguard and promote the welfare of the particular pupil or of pupils generally.

More guidance on risk assessment can be found in Appendix A and Appendix B – the latter outlines the steps that should be taken when creating and then reviewing a welfare risk assessment at Headington Rye Oxford.

We acknowledge that presenting needs in EYFS and Key Stage 1 may be quite different to those experienced further up the school. Therefore, in addressing the child's welfare needs and identifying appropriate support, the School's approach may involve more of a partnership focus and early engagement with parents, with less emphasis on the child's views in determining the discussions around and subsequent assessment of risk.

**Reporting and Sharing Concerns and Information**

When assessing risks to pupil welfare and wellbeing at Headington Rye Oxford, 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[5], the police, the Channel Police Practitioner, to the Modern Slavery Trafficking Unit of the National Crime Agency, Ofsted/the ISI, Child and Adolescent Mental Health Services (CAMHS), Child and Adolescent Eating Disorder Service (CAEDS) and/or the Charity Commission.

The procedures for reporting safeguarding concerns are set out in the School's Safeguarding Policy. 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.

In particular, the School will cooperate with Children's Social Care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

The Director of Safeguarding or Deputy Head Pastoral 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:

[5] Children's Social Care (CSC) in Oxfordshire may include the Multi-Agency Safeguarding Hub (MASH), the Local Community Support Service (LCSS) and the Family Solutions and Assessment Teams.

- support, advise and assist the pupil when they are given or asked to provide information or participate in any procedure;
- 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;
- assist the pupil to communicate with the police whilst respecting their right to say nothing unless they want to; and
- help the pupil understand their rights and ensure that those rights are protected and respected.

The School monitors pupil attendance and will 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 liaise with the local authority in circumstances where a parent has expressed an intention to home educate a pupil. For more information on attendance please refer to the School's Attendance Policy.

**Training**

Headington Rye Oxford ensures that regular guidance and training are arranged – at induction and at regular intervals thereafter - so that staff and volunteers understand what is expected of them by this policy, and they have the necessary knowledge and skills to carry out their roles.

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

The Director of Safeguarding maintains written records of all staff training.

**Record Keeping**

Headington Rye Oxford 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 or relevant risk assessments. These records will be stored on CPOMS (and occasionally ISAMS) and archived when a child leaves the school.

All records created in accordance with this policy are managed in accordance with Headington Rye Oxford's Data Privacy and Records Retention Policies.

The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The school has published privacy notices on its website which explain how the School will use personal data. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

**Monitoring and Review**

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.

This policy and related School procedures will be reviewed annually by the School's Governors, via the Risk and Compliance Committee, and in discussion between the DSL and the Safeguarding Governor, and will be updated as necessary.

## Appendix A:
## Checklist of Factors to Consider When Risk Assessing Pupil Welfare

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

Child's developmental needs

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

- **Health**:
  - 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 or vaping
  - 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**:
  - at risk of child on child abuse or bullying behaviours
  - attendance related e.g. exclusions, being missing from education or persistently absent (including for parts of the school day)
  - frequent moves of school
  - behaviour record
  - SEND needs (including e.g. ASD, ADHD, under / over achiever)
  - poor home-school relationship

- **Emotional and Behavioural development**:
  - difficulty accepting boundaries
  - display of extremist views
  - anti-social behaviour
  - illegal / offending behaviour
  - personality trait issues e.g. self-imposed goals

  Consider whether this is a one off incident or sustained pattern, is the behaviour at risk of escalating, what is the frequency of the behaviour

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

- **Family and Social relationships**:
  - power imbalance
  - peer groups

- digital life e.g. gaming / social media / internet use
- risk of bullying / being bullied
- risk of sexual harassment and / or sexual violence
- child / young person beyond parental control
- young carer
- at risk of modern slavery, trafficking or child sexual exploitation and/or child criminal exploitation
- is frequently missing / goes missing from care or from home
- concerns about any other adult, including a staff member

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

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

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

Family and environmental factors

- **Family History and Functioning**:
  - e.g. 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 Children's Social Care
  - adopted child, privately fostered child
  - loss of significant adult,
  - caring responsibilities
  - mental health or substance abuse issues within the family

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

- **Housing, Employment and Finance**:
  - 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**:
  - 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
  - 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 B: 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 as a pastoral team staff can weigh up whether the School has taken adequate precautions or should take additional steps (where it is reasonable and possible to do so) to prevent the risk of harm to a child or children.

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

As mentioned in the body of this policy, the 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. The risk assessment process will focus on determining appropriate ways to eliminate a hazard, or control and minimise a risk, where the hazard cannot be eliminated.

**Steps To Be Taken**
When completing a welfare risk assessment at Headington Rye Oxford, the following steps should be followed.

### Step 1: Identify the issue
First work out how the pupil(s) 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. It may come from AS tracking reports in the Prep 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 A to help identify risks and protective factors. Appendix C may be a helpful reference point and identifies generic risks and their mitigations.

Remember that other pupils may be impacted by the actions of a peer and therefore step 2 may also include an assessment of the needs of any potential victim(s) and/or alleged perpetrators and other children who may be at risk, perhaps because they are supporting a friend through a traumatic experience.

### Step 3: Decide on the appropriate format for the risk assessment
Consider what format of risk assessment is most appropriate – see Appendix D for templates. More minor concerns may be logged on CPOMS without the need for further documentation – the entry will note the rationale for this course of action.

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

- Risk of harm
- Severity/Complexity of allegations or concerns
- Time and place of any alleged incident, and any 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, other pupils who may be supporting them, parents and staff

In the Prep School, if the risk assessment is based on risks identified through the AS Tracking process, the template reports produced in support of this should be sufficient. Otherwise, and in the majority of cases in the Senior School, where the risk relates to the welfare of an individual pupil, a pupil welfare support plan is likely to be appropriate. This allows teachers to adequately provide for that pupil and meet their needs.

For more serious cases where a pupil is at risk of more 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 is likely to be appropriate.

The rationale for the format of the risk assessment should be recorded on CPOMS.

### Step 4: Evaluate the risks and decide on precautions

Decide what needs to be done to manage or reduce the risks, and what can reasonably be achieved at School. In the Prep School this might involve a careful review of the pupil's AS Tracking suggestions.

The extent of the risk will depend on the likelihood of the harm occurring and the severity of the harm. There is an acknowledgement that some pupils will have special requirements, for instance pupils with special educational needs or disability.

The effectiveness of possible controls should be considered and the extent of any risks remaining assessed. When deciding if precautions are acceptable, the staff member assessing them should take into account the legal requirement to do all that is 'reasonably practicable' to protect people from harm. Staff completing welfare risk assessments should ensure they have checked the likely mitigations and controls with the Deputy Head Pastoral who will provide the internal authorisation for the suggested precautions and liaise with other staff including the Director of Safeguarding to ensure the agreed measures can be implemented.

It is sensible at this point to compare what Headington Rye would currently do with what is required by law, local or national guidance or is accepted good practice. If there is a difference, identify what needs to be done to protect the pupil's welfare. Where appropriate take into account any special requirements or protected characteristics. Where the pupil is a boarder consider whether the suggested mitigations can be reasonably implemented by staff in the boarding house.

If the remaining risk is unacceptable then further controls must be identified to further reduce the risk. Where such further action is necessary then an action plan should be included stating:

- The name of the member of staff responsible for completing the action
- A target date for completion
- Any interim measures that can reduce the risk in the short term
- Confirmation that the action has been completed
- Reassessment of the level of risk following completion of the action

There may be circumstances where it is not possible to reduce the risk to the child to a reasonable level; such cases will be discussed with the Headmistress and decisions taken determining under what conditions the child can remain in or return to School.

### Step 5: Record findings and implement them

The Assessor should ensure that a written record is made of significant thoughts and findings - the concern, the issues, how pupil(s) might be harmed and what arrangements the School has in place to control those risks. The record 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 D.

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. In exceptional circumstances a child may need to be removed from school or from the boarding house for a specific period of time in order to modify their behaviours to a point where the risk reduces to a more acceptable level to be managed in school.

### Step 6: Relevant consultation (where required, permitted or appropriate)

Once likely precautions and mitigations have been identified a conversation should take place with the pupil(s) in the first instance, and subsequently with their parents, guardians or another third party e.g. an external professional involved with the pupil.
The focus of such meetings should be to discuss the risks and wishes and feelings of the pupil and to explain the School's suggested ways of providing them with support to manage their safety and reduce any risks as far as is practicable and possible. Safety planning may need to be undertaken with parents to ensure continuity of care and to aid awareness of risk to the pupil whilst at home.

### Step 7: Review 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. A specific member of staff will be identified as the key adult monitoring and reviewing the risk assessment with the child on a regular basis. They should review what the School is doing for the pupils identified, and across the School generally, and monitor and review the efficacy and/or the outcome of the measures the school has put in place on a regular basis, or as required.

As a minimum the risk assessment and any related care or safety plans should be reviewed half termly; some will need more regular review than this, particularly if the need is urgent and complex and/or a child has reached a point of crisis, and especially at the beginning of the process when it will be important to check whether the mitigations and precautions are having the desired effect, or need to be modified.

Where risk assessments are produced in the Prep School based on AS Tracking data, the timing of each formal review benchmarked against updated data will be determined by the schedule shared by STEER and staff will be guided by the Deputy Head Pastoral.

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

**Appendix C: Potential Safeguarding Risks Identification and Assessment**

Whilst every individual presentation is different, and some pupils have more complex needs and therefore more complex risks than others, there are, nevertheless, some typical and potential risks that can be identified within the Headington Rye community, as well as amongst teenagers across the country more generally. The following table highlights generically (and in no particular order) these 'typical' safeguarding/welfare related issues that we might expect to encounter at Headington Rye Oxford. It should not be viewed as exhaustive.

Each headline has typically associated risks and methods of mitigation. These can be helpful in assessing the risks as well as mitigating in individual cases, however, it is important to stress that this document should not be used exclusively without due regard to the individual circumstances in each case (consider Appendix A). Importantly, this document should be used as an addition to the School's Safeguarding policy.

| Headline Presentation | Typical risks associated with this behaviour | Typical ways to mitigate the risk |
|---|---|---|
| Self Harm | ▪ Physical injury: Self-harm can range from minor cuts and scratches to life-threatening injuries.<br>▪ Infection: Open wounds are susceptible to infection, which can lead to serious health complications.<br>▪ Escalation: Self-harm can become a coping mechanism that individuals rely on more heavily overtime.<br>▪ Contagion: copycat behaviours may develop where pupils share openly their self-harm, and encourage others to participate, or where self-harm is visible and pupils are curious to experiment themselves.<br>▪ Impacting others: seeing wounds and injuries (whether in real life or via captured images) can be traumatic and disturbing; such exposure can be triggering for those who have previously self-harmed.<br>▪ Suicide: Self-harm is a significant risk factor for suicide, especially when combined with other risk factors. | ▪ Educate staff and students: Raise awareness about self-harm, its signs and symptoms, and how to seek help.<br>▪ Encourage staff to be vigilant.<br>▪ Remove the means: Ensure that school equipment that might be used to self-harm (compass tips, sharp scissors, scalpels, craft blades or knives, culinary knives etc) are stored securely and distributed and collected in carefully.<br>▪ Create a supportive environment: Foster a school culture where students feel comfortable talking about their struggles and seeking help.<br>▪ Train staff in identifying and responding to signs of self-harm: Provide staff with the knowledge and skills to identify potential self-harm and intervene effectively.<br>▪ Develop clear reporting and referral pathways: Ensure staff know how to log observations using CPOMS and how to refer students to appropriate mental health resources.<br>▪ Provide pupils with safer, less harmful alternative methods e.g. using ice, elastic bands. |

| | | |
|---|---|---|
| Suicidal Ideation | ▪ Suicide attempt: Suicidal ideation is a strong predictor of suicide attempts.<br>▪ Social isolation: Students with suicidal thoughts may withdraw from social interactions, increasing their risk.<br>▪ Academic decline: Suicidal ideation can interfere with concentration and motivation, impacting academic performance.<br>▪ Substance abuse: Individuals struggling with suicidal thoughts may turn to drugs or alcohol as a coping mechanism, further exacerbating their problems. | ▪ Open communication: Encourage students to talk about their feelings and challenges without fear of judgement.<br>▪ Reduce stigma: Address the stigma surrounding mental health and suicide to encourage help-seeking behaviours.<br>▪ Promote help-seeking resources: Make information about mental health resources readily available and accessible to students.<br>▪ Implement suicide prevention protocols: Develop clear procedures for identifying and responding to students at risk of suicide.<br>▪ Consider the specific intention and risk – e.g. overdose – remove or control access to medication; jump from height – ensure access to roof spaces are secured, restrict access to specific areas etc |
| Disordered Eating | ▪ Physical health complications: Eating disorders can lead to malnutrition, dehydration, electrolyte imbalances, organ damage, and even death; in girls the menstrual cycle can be affected with short and long term consequences.<br>▪ Mental health problems: Eating disorders are often accompanied by anxiety, depression, and low self-esteem.<br>▪ Social isolation: Individuals with eating disorders may withdraw from social activities due to body image concerns or fear of judgement.<br>▪ Academic decline: Eating disorders can disrupt eating patterns and sleep, impacting concentration and academic performance. | ▪ Promote healthy body image: Counteract unrealistic beauty standards and encourage students to appreciate their bodies for their function and capabilities.<br>▪ Educate staff and students: Provide information about eating disorders, their warning signs, and the importance of early intervention.<br>▪ Develop supportive policies: Implement policies that promote healthy eating habits and discourage body shaming or restrictive dieting.<br>▪ Provide access to mental health resources: Ensure students have access to confidential and qualified support for eating disorders.<br>▪ Be transparent and direct with pupils and parents about what monitoring and supervision the School is reasonably able to offer when a child is recovering from disordered eating. |
| Unstable Home Life | ▪ Emotional distress: Frequent conflict, neglect, or other problems at home can cause anxiety, depression, and low self-esteem in children.<br>▪ Academic disruptions: Difficulty concentrating, completing homework, or attending school regularly. | ▪ Early identification: Train staff to recognise signs of unstable home life and implement confidential reporting procedures. |

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| | ▪ Behavioural problems: Acting out or withdrawing from social interactions.<br>▪ Increased vulnerability to external influences: Children may seek acceptance or attention from negative peer groups. | ▪ Building supportive relationships: Provide safe spaces for students to connect with caring adults at school.<br>▪ Connecting families to resources: Offer guidance on accessing community support services like family counselling or housing assistance.<br>▪ Promoting resilience: Foster social-emotional learning skills like emotional regulation, communication, and problem-solving. |
| Sexual Assault | ▪ Trauma and psychological distress: PTSD, depression, anxiety, and difficulty trusting others.<br>▪ Physical health problems: Sleep disturbances, eating disorders, and self-harm behaviours, possibility of STIs impacting fertility if not treated.<br>▪ Academic decline: Difficulty concentrating and attending school.<br>▪ Social isolation: Feeling stigmatised or withdrawing from social interactions. | ▪ Creating a safe and supportive environment: Ensure all students feel respected and have access to confidential support.<br>▪ Providing trauma-informed care: Train staff on how to interact with survivors with sensitivity and understanding.<br>▪ Utilise expertise of the nursing team.<br>▪ Connecting students to specialised resources: Partner with mental health professionals and victim advocacy organisations.<br>▪ Promoting awareness and prevention: Implement age-appropriate programs on healthy relationships, consent, and bystander intervention, via PSHE. |
| Radicalisation | ▪ Vulnerability to extremist ideologies: Students feeling isolated, disenfranchised, or searching for belonging may be drawn to extremist groups.<br>▪ Exposure to harmful online content: Social media and online forums can be breeding grounds for radicalisation.<br>▪ Violent or discriminatory behaviour: Individuals influenced by extremist ideologies may become intolerant or aggressive towards others.<br>▪ Engaging in illegal or harmful activities: Participation in protests, spreading hate speech, or even violence | ▪ Promoting critical thinking skills: Encourage students to question information critically and develop healthy scepticism.<br>▪ Fostering a culture of inclusion and respect: Celebrate diversity and counter discriminatory biases.<br>▪ Monitoring online activity: Implement responsible internet use policies and provide open communication about online safety.<br>▪ Building connections and positive support systems: Help students find meaningful connections within the school community and positive role models.<br>▪ Where concerns persist utilise the Prevent reporting mechanism and encourage engagement with the Channel process. |

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| Online Harm | ▪ Cyberbullying and harassment: Exposure to online abuse, threats, or hateful messages can cause emotional distress and damage self-esteem.<br>▪ Exposure to inappropriate content: Violent, graphic, or disturbing content online can be harmful, especially for<br>▪ younger students.<br>▪ Addiction and excessive screen time: Spending excessive time online can interfere with sleep, relationships, and academic performance.<br>▪ Privacy concerns and safety risks: Sharing personal information or interacting with strangers online can put students at risk. | ▪ Digital citizenship education: Teach students about responsible online behaviour, privacy settings, and critical evaluation of online information.<br>▪ Cyberbullying prevention and intervention: Implement clear policies and procedures for reporting and addressing cyberbullying.<br>▪ Promoting healthy online habits: Encourage balanced screen time, responsible social media use, and responsible online communication.<br>▪ Providing support for affected students: Offer confidential counselling and support services for students experiencing online harm.<br>▪ Manage reports following the guidance and procedures contained in other policies. |
| Substance Abuse | ▪ Physical and mental health problems: Addiction can lead to organ damage, cognitive decline, mental health struggles like depression, anxiety and psychosis.<br>▪ Academic decline: Difficulties concentrating, attending school, and completing assignments.<br>▪ Risky behaviour: Increased likelihood of accidents, injuries, and involvement in criminal activity.<br>▪ Social isolation and legal consequences: Negative impact on relationships and possible legal trouble due to substance use. | ▪ Early intervention and prevention: Implement substance abuse awareness programs and provide access to confidential support services. Encourage engagement with the School nurses.<br>▪ Building positive peer relationships: Encourage healthy choices and social activities that provide positive reinforcement.<br>▪ Addressing underlying issues: Provide support for students struggling with mental health problems or personal challenges that may contribute to substance use.<br>▪ Connecting students to treatment resources: Collaborate with community addiction treatment programs and mental health professionals.<br>▪ Consider deploying random testing utilising kits held by school nurses (breath testers, drug tests) |
| Absence from Education | ▪ Academic setbacks: Missed classes and assignments can lead to learning gaps and difficulties catching up.<br>▪ Social isolation: Missing out on peer interactions and school activities can impact social development and mental well-being. | ▪ Investigate underlying reasons: Understand the reasons behind absences and provide support accordingly. This could include addressing health issues, bullying concerns, or family challenges.<br>▪ Implement flexible learning options: Offer catch-up programs, online learning resources, or individualised support to help students stay on track. |

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| | ▪ Increased vulnerability to other risks: Students who are out of school may be exposed to more negative influences and risk engaging in risky behaviours.<br>▪ Loss of motivation and engagement: Frequent absences can make it harder to stay motivated and engaged in schoolwork.<br>▪ Difficulty transitioning back to school: Reintegrating into school routines and social circles can be challenging after prolonged absences. | ▪ Maintain communication and connections: Regularly check in with absent students, offer emotional support, and encourage them to stay connected with their classmates and teachers.<br>▪ Promote school attendance: Implement positive reinforcement systems and highlight the importance of regular attendance for academic success and future opportunities. |
| Poor Mental Health | ▪ Difficulty coping with academic and social challenges: Mental health struggles can affect concentration, motivation, and social interactions.<br>▪ Increased risk of self-harm or suicidal ideation: Individuals experiencing severe mental health problems may be at increased risk of self-harm or suicide.<br>▪ Substance abuse as a coping mechanism: Students may turn to substances as a way to self-medicate or numb emotional distress.<br>▪ Negative impact on relationships and overall well-being: Poor mental health can strain relationships with family, friends, and teachers. | ▪ Promote mental health awareness and education: Normalise conversations about mental health and encourage students to seek help when needed.<br>▪ Provide access to mental health resources: Ensure students have access to confidential counselling services, both within and outside the school.<br>▪ Implement mental health support programs: Offer programs that teach coping skills, stress management techniques, and emotional regulation strategies – encourage engagement with the Wellbeing Support Supervisor.<br>▪ Create a supportive school environment: Foster a culture of empathy, understanding, and respect for students' mental well-being. |
| School Anxiety | ▪ Academic decline: Anxiety can interfere with concentration, test-taking, and overall academic performance.<br>▪ Physical health problems: Anxiety can manifest in physical symptoms like headaches, stomach aches, and difficulty sleeping.<br>▪ Avoidance behaviours: Students may avoid situations that trigger anxiety, such as attending classes or large gatherings or participating in social activities.<br>▪ Social isolation and withdrawal: Anxiety can make it difficult to connect with others and participate in school life. | ▪ Identify and address underlying causes: Understand the triggers and sources of anxiety and provide support accordingly. This may include academic support, social skills training, or individual counselling.<br>▪ Teach coping skills and relaxation techniques: Equip students with tools and strategies to manage anxiety, such as deep breathing, mindfulness exercises, and positive self-talk.<br>▪ Promote open communication and support: Encourage students to talk about their anxiety with trusted adults at school and provide access to confidential support services.<br>▪ Create a safe and predictable learning environment: Establish clear routines, expectations, and support |

| | | |
|---|---|---|
| | | systems to help students feel secure and comfortable at school. |
| Physical Harm | ▪ Direct injuries: Bruises, cuts, burns, fractures, or other visible signs of physical abuse.<br>▪ Unexplained injuries: Injuries inconsistent with a child's explanation or age.<br>▪ Delayed medical care: Untreated injuries or illnesses that suggest fear of seeking help.<br>▪ Behavioural changes: Aggression, withdrawal, fear, or difficulty sleeping. | ▪ Train staff in recognising signs of physical harm: Provide clear guidelines and procedures for reporting suspected abuse.<br>▪ Create a safe and trusting environment: Encourage students to talk about their experiences without fear of judgement.<br>▪ Maintain open communication with parents or guardians: Regularly discuss students' well-being and address any concerns promptly.<br>▪ Develop clear referral pathways: Ensure staff know how to connect students with appropriate support services like child protection agencies or mental health professionals.<br>▪ Seek assistance from the School nurses if there is any concern around a specific injury. |
| Neglect | ▪ Inadequate food or nutrition: Malnutrition, fatigue, and difficulty concentrating.<br>▪ Unhygienic conditions: Lack of clean clothes, poor personal hygiene, or unsanitary living environment.<br>▪ Inadequate physical and emotional care: Failure to provide basic needs like shelter, warmth, and emotional support.<br>▪ Developmental delays: Delayed physical, emotional, or social development due to lack of appropriate care. | ▪ Observe students' well-being: Monitor for signs of neglect, such as fatigue, hunger, or lack of appropriate clothing.<br>▪ Build trusting relationships with students: Provide opportunities for students to confide in trusted adults at school.<br>▪ Work with families to address underlying issues: Offer support and resources to families facing challenges, such as housing instability or financial difficulties.<br>▪ Connect students with additional support services: Collaborate with social services or community organisations to provide necessary care and assistance. |
| Child on Child Abuse | ▪ Physical harm: This could range from minor injuries to serious ones inflicted through hitting, kicking, pushing, or using objects.<br>▪ Emotional and psychological harm: Bullying, harassment, threats, and intimidation can cause anxiety, depression,<br>▪ low self-esteem, and social isolation. | ▪ Promoting a safe and inclusive school environment: Foster a culture of respect, kindness, and zero tolerance for bullying or abuse.<br>▪ Open communication and education: Teach children about healthy relationships, consent, and recognising inappropriate behaviour via PSHE. |

| | | |
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| | ▪ Sexual abuse: Sexual contact or inappropriate behaviour between children can have devastating consequences for the victim, even if non-consensual acts haven't occurred.<br>▪ Cyberbullying: Online harassment and abuse can be pervasive and amplify the harmful effects of child-on-child abuse.<br>▪ Copycat behaviour: Witnessing or experiencing abuse can increase the risk of children perpetrating it on others. | ▪ Early intervention and reporting: Train staff to identify signs of child-on-child abuse and provide clear reporting procedures.<br>▪ Building strong support systems: Create a safe space for children to confide in trusted adults without fear of judgement.<br>▪ Addressing underlying issues: Provide support and resources to address personal challenges that may contribute to abusive behaviour.<br>▪ Cyberbullying prevention and intervention: Implement responsible internet use policies and monitor online activity for signs of cyberbullying.<br>▪ Professional support: Collaborate with mental health professionals to provide counselling and support for both victims and perpetrators. |

## Appendix D: Template for Welfare Risk Assessment

| Name: | Form: | Boarding House: | | |
|---|---|---|---|---|
| | | | | |
| **Person Completing Welfare Risk Assessment** | **Date WRA initiated** | **Shared with:** | **Summary Guide Issued to Staff** | |
| | | | **Yes/No** | **Date** |

**Risk Evaluation:**

| What is the welfare issue? | Who might be harmed and how? | Frequency of risk / behaviour | Relevant Medical or SEND info | What measures are already in place? | Is the risk control acceptable? [YES/NO] | What further action is needed, who is responsible and what is the timescale? | Date Completed and Initials |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Overall risk rating | Details shared with parents [YES / NO] | Authorised by: | Date: |
|---|---|---|---|
| Low ☐<br>Medium ☐<br>High ☐ | If Yes – Date shared:<br>If No – summarise rationale: | Unable to Authorise – discuss with Headmistress | Date: |

| Review Notes (Summarise progress, highlight ongoing concerns): | Target Review Date: | Staff involved: | Actual Review Date: |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| **Additional Actions (note here and add to grid)** | | **Staff involved:** | **Authorised** |
| **Review Notes (Summarise progress, highlight ongoing concerns):** | **Target Review Date:** | **Staff involved:** | **Actual Review Date:** |
| **Additional Actions (note here and add to grid)** | | **Staff involved:** | **Authorised** |
| **Review Notes (Summarise progress, highlight ongoing concerns):** | **Target Review Date:** | **Staff involved:** | **Actual Review Date:** |
| **Additional Actions (note here and add to grid)** | | **Staff involved:** | **Authorised** |

| | |
|---|---|
| **If risk requires pupil to be removed from school outline progress required before a return to school can be considered:** | **Authorised** |

| | |
|---|---|
| **Closure Date – risk assessment no longer required (provide rationale):** | **Authorised** |

**Appendix D: Example Template Pupil Safety Plan**

# Pupil Safety Plan

| | |
|---|---|
| **Name of Student** | |
| **Date** | |
| **Completed by [all those involved in creation of safety plan]** | |

**<u>Warning Sign / Causes</u>: Things (TRIGGERS) that tend to 'set me off' (thougts, images, mood, situation, activity, behaviour), make me feel angry, sad, anxious, upset, escalated, overwhelmed, worried etc. Prioritise – biggest trigger = 1.**

| | |
|---|---|
| **1** | |
| **2** | |
| **3** | |
| **4** | |
| **5** | |

**I understand that I am responsible for my behaviour, and if life/the day becomes overwhelming, or if I'm upset, and want to harm in any way, I will do the following:**

**<u>Coping Strategies</u>: Things or activities I will do to help me take my mind off my problems/distract myself/calm myself at school (i.e. relaxation technique, physical activity, drawing, writing, listening to music etc). Prioritise – most helpful coping strategy = 1.**

| | |
|---|---|
| **1** | |
| **2** | |
| **3** | |
| **4** | |
| **5** | |

**<u>Protective Factors</u>: While at School, the adults I can contact for help/support are:**

| Name of Staff Member | Location/where to find them |
|---|---|
| | |
| | |
| | |

**I will inform my teacher (via a hand signal/white card) that I need help/support.**

**While at home or away from home, the adults I can contact for help/support are:**

| Name | Contact info (phone)<br>Location/where to find them |
|---|---|
| | |
| | |
| | |

**If I feel suicidal, I will immediately inform the adult contacts listed/my parent/guardian, or call 999. If my adult contacts at School are not accessible, I will go to the School Reception or to Miss Marx in the Wellbeing Hub to seek help/support**

**I will use my coping strategies to attempt to calm myself.**

**<u>Other Safety Plan Components</u> (Interventions/Strategies)**

| |
|---|
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |
| **6.** |
| **7.** |
| **8.** |

**Possible Consequences if the plan is not followed:**

| |
|---|
| |

**What is the most helpful part of this plan?**

| |
|---|
| |

**What else would help you to feel more supported?**

**This plan is in place from** **through to** **, at which time it will be reviewed, revised or continued, if necessary.**

**I agree to the safety plan:**

**Pupil Signature**

**Plan shared with Parents: Yes / No**

**Parents Aware: Yes / No**

**Staff to be made aware: Yes / No**

## Appendix D: Example of Pupil Welfare Support Plan

### Support Plan for a young person with additional needs

| | |
|---|---|
| **Name of pupil:** | **Form:** |
| **Student's Needs** | |
| • <br>• <br>• | |
| **Key triggers of difficulty** | |
| • <br>• <br>• | |
| **Effective Support (Current and Historical)** | |
| ***Details of those involved in supporting including external*** | |
| **Any other information/key family information** <br>• <br>• | |
| **Any additional internal or external pastoral support in place?** | **Yes / No** <br>***Add details*** |

| | |
|---|---|
| **Key areas of focus: Date** | |
| **1** | **Strategies to support 1** |
| | • <br>• |
| *Designated adult* and student reflection | |
| **2** | **Strategies to support 2** |
| | • <br>• |
| *Designated adult* and student reflection | |
| **3** | **Strategies to support 3** |
| | • <br>• |

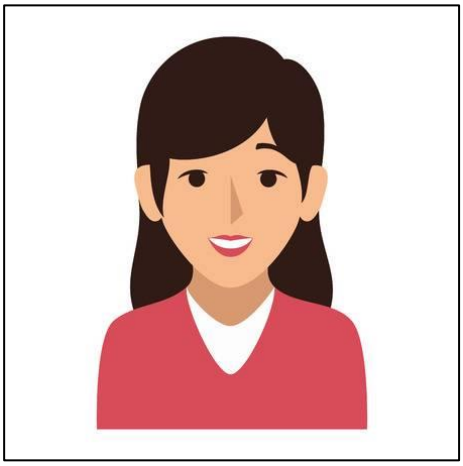
| | |
|---|---|
| *Designated adult* and student reflection | |
| **4** | **Strategies to support 4** |
| | • <br>• |
| *Designated adult* and student reflection | |

**Date discussed with Pupil:** **Planned review date:**

**Appendix D: Example Template – Summary Guidance to Staff**

**Guidance to Staff – Management and Supervision of a Pupil with Welfare Needs**

| |
|---|
| **Pupil Name:** |
| **Form:** |
| **Information Circulated by:** |



| |
|---|
| **Staff should familiarise themselves with the following guidance relating to xxx. The document aims to provide practical advice for managing xxx and his/her needs.** |
| **Summary of presenting issue or need**<br>• <br>• <br>• <br>• |
| **How to manage/What to do or not to do/What will help xxx**<br>• <br>• <br>• <br>• |
| **Who to contact in case of concern:**<br>• <br>• <br>• <br>• |
| **Date Issued:**<br><br>**Date for Review:** |