

Risk Assessment Policy for Pupil Welfare

This policy applies to the whole school (including the Early Years Foundation Stage) and is published to parents, pupils, staff and volunteers.

Bradford Grammar School

May 2026



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1 Aims

- 1.1 This is the risk assessment policy for pupil welfare of Bradford Grammar School (**School**).
- 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 School's 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 wellbeing 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 of the School; and
 - 1.2.5 to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014, in particular Part 3, paragraph 16 which requires the proprietor to ensure that the welfare of pupils at the School is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified;
 - 3.1.2 *EYFS statutory framework for group and school-based providers* (DfE, September 2025);
 - 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
 - 3.1.9 Regulatory Reform (Fire Safety) Order 2005.
- 3.2 This policy has regard to the following guidance and advice:

- 3.2.1 The Independent School Standards Guidance for independent schools (DfE, August 2019) in particular paragraphs 4.26 - 4.28;
 - 3.2.2 Keeping children safe in education (DfE, September 2025) (**KCSIE**);
 - 3.2.3 Working together to safeguard children Working together to safeguard children 2023 (DfE March 2026) (**WTSC**);
 - 3.2.4 Prevent duty guidance for England and Wales (HM Government, December 2023);
 - 3.2.5 Prevent duty: safeguarding learners vulnerable to radicalisation (DfE, September 2023);
 - 3.2.6 Working together to improve school attendance 2024 (DfE, August 2024);
 - 3.2.7 Children Missing Education (DfE, September 2025);
 - 3.2.8 Providing remote education: guidance for schools (DfE, August 2024);
 - 3.2.9 Mental health issues affecting a pupil's attendance: guidance for schools (DfE, August 2024);
 - 3.2.10 Mental health and behaviour in schools: guidance for schools (DfE, November 2018)
 - 3.2.11 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);
 - 3.2.12 Technical guidance for schools in England (Equality and Human Rights Commission, July 2024);
 - 3.2.13 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
 - 3.2.14 Mobile phones in schools (DfE, January 2026);
 - 3.2.15 Searching, screening and confiscation: advice for schools (DfE, July 2022, in force September 2022);
 - 3.2.16 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024);
 - 3.2.17 Generative AI: product safety expectations (DfE, January 2025); and
 - 3.2.18 Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, September 2021).
 - 3.3 The School policies, procedures and resource materials that are relevant to this policy are set out under the heading "School Policies". This Policy should be read in conjunction with those.
- #### 4 Publication and availability
- 4.1 This policy is available in hard copy on request.
 - 4.2 A copy of the policy is available for inspection from the School reception during the School day.

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

5 Definitions

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

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

6 Responsibility statement and allocation of tasks

6.1 The Proprietor 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, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Approval of risk assessments	Jessica Watson, Assistant Head Pastoral and DSL	Ongoing, as completed
Keeping the policy up to date and compliant with the law and best practice	Jessica Watson, Assistant Head Pastoral and DSL	As required
Promoting the continuous professional development of staff to ensure they are aware of common symptoms of mental health problems.	SLT	Ongoing
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	Jessica Watson, Assistant Head Pastoral and DSL	As required
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Jessica Watson, Assistant Head Pastoral and DSL	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	Jessica Watson, Assistant Head Pastoral and DSL	As required
Formal annual review	Board of Governors	Annually

7 Pupil welfare

- 7.1 The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:
- 7.1.1 to promote a child centred and co-ordinated 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) by developing approaches tailored to the particular needs of pupils;
 - 7.1.3 to identify pupils who may benefit from family help, those who may be in need and / or those suffering, or likely to suffer, harm;
 - 7.1.4 to identify pupils who may face additional safeguarding challenges and / or varying resilience levels from time to time;
 - 7.1.5 to ensure there are clear policies and processes in place to ensure that stigma is reduced, and pupils feel comfortable talking about mental health concerns;
 - 7.1.6 to protect pupils from all types of abuse, violence, harassment, and exploitation and neglect;
 - 7.1.7 to take a whole-school public health / preventative approach to harmful sexual behaviour;
 - 7.1.8 to recognise that corporal punishment can never be justified;
 - 7.1.9 to provide pupils with appropriate education, training and recreation to keep themselves safe and well, including PSHE Education and Relationships Education and Relationships and Sex Education;
 - 7.1.10 to encourage pupils to report concerns and to contribute to society;
 - 7.1.11 to highlight that the law on child-on-child abuse is there to protect them rather than criminalise them;
 - 7.1.12 to protect pupils from the risk of honour based violence, FGM, radicalisation, extremism and being drawn into terrorism, modern slavery and human trafficking, by actively promoting fundamental British values and providing appropriate support to those assessed as being vulnerable;
 - 7.1.13 to ensure that pupils are provided with a safe, calm and healthy environment so far as reasonably practicable;
 - 7.1.14 to promote a whole school approach to online safety, be alert to risks online and take reasonable steps to protect children from online harm, including in its approach to filtering and monitoring;
 - 7.1.15 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

- 7.1.16 to work effectively with stakeholders and external agencies about issues of pupil welfare to provide swift access or referrals to specialist support and treatment for pupils and parents.
- 7.2 The School recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to, or different from, that generally required by children of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the School's responsibilities to promote and safeguard the welfare of all its pupils.
- 7.3 In addition, when carrying out its assessments, the School will endeavour to take into account 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 e.g. online threats.
- 7.4 The School addresses 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 harm to pupils and their welfare by:
- 7.5.1 ensuring through regular training that all staff are aware of and committed to this policy and the values set out in it;
 - 7.5.2 having clear policies for pupils on behaviour and bullying;
 - 7.5.3 establishing a positive, supportive and secure environment in which pupils can learn and develop;
 - 7.5.4 creating a culture and environment that promotes pupil welfare, positive peer influences and friendships and deters abuse and challenges inappropriate behaviour;
 - 7.5.5 encouraging and facilitating strong pupil to teacher/school staff relationships;
 - 7.5.6 providing pupils with mechanisms to raise any problems, concerns or complaints they may have;
 - 7.5.7 providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Bradford District and other relevant Safeguarding Partners' referral threshold document. The School will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for family help;

- 7.5.8 providing medical and pastoral support that is accessible and available to all pupils;
- 7.5.9 including in the curriculum, sport and recreation arrangements, activities and opportunities for personal, social, health and economic education (**PSHE**) and Relationships Education and Relationships and Sex Education which equip pupils with skills to enable them to protect their own welfare and that of others.
- 7.6 **Protection:** ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:
 - 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, especially the expectations set out in the School's Online safety policy and ICT Acceptable Use agreements for the Junior School and Senior School;
 - 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 thresholds) 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;
 - 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, external agencies and involving pupils and their parents where appropriate;
 - 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, such as the use of generative AI.
- 7.7 The School 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, including mental health issues.
- 7.8 The school recognises that short term stress and worry is a normal part of life, and many issues can be experienced as mild or transitory challenges for some pupils; however, others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life, and where a problem is particularly severe or persistent over time, or where a number of these difficulties are experienced at the same time, pupils are described as experiencing mental health problems.
- 7.9 Pupils may not feel ready or know how to tell someone that they are being abused, exploited, neglected and / or may not recognise their experiences as harmful. In accordance with the School's Safeguarding and Child Protection policy, staff should seek to build trusted relationships with pupils to facilitate communication. Barriers to communication should not prevent staff exercising professional curiosity and speaking to the designated safeguarding lead if they have concerns about a pupil.

8 School policies

- 8.1 The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare.

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
Safeguarding and child protection	Jessica Watson, DSL
Staff code of conduct	Jed Boardman, Deputy Head
Attendance	Jed Boardman, Deputy Head
Anti-bullying	Jed Boardman, Deputy Head Felicity Hughes, Junior School Deputy Head and DDSL
Behaviour	Jed Boardman, Deputy Head Felicity Hughes, Junior School Deputy Head and DDSL
Relationships education, Relationships and Sex Education Policy	Jessica Watson, Assistant Head Pastoral and DSL Felicity Hughes, Junior School Deputy Head and DDSL
Acceptable use agreements for Junior School and Senior School	Jessica Watson, Assistant Head Pastoral and DSL Felicity Hughes, Junior School Deputy Head and DDSL Andy Dawson, Head of IT
Online safety policy	Jessica Watson, Assistant Head Pastoral and DSL Andy Dawson, Head of IT
Health and safety policy	Ashley Moss, Health and Safety Officer
First aid, medication and chronic illness policy	Ashley Moss, Health and Safety Hafsa Khan, Senior School Nurse
Special educational needs and learning difficulties policy	Laura Sullivan, SENDCo & Head of Learning Strategies
Accessibility plan	Laura Sullivan, SENDCo & Head of Learning Strategies

Educational visits policy	Jed Boardman, Deputy Head
Supervision & School Journey - whole school guidance	Jed Boardman, Deputy Head Felicity Hughes, Junior School Deputy Head and DDSL
Visits by external speakers guidance	Jessica Watson, Assistant Head Pastoral and DSL
Recruitment, selection and disclosure policy and procedure	Katy Owens, HR Manager

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 manage and reduce the risks identified in accordance with the School's relevant policies or procedures as detailed above. The assessment and actions identified will usually be recorded in writing and regularly monitored and reviewed.
- 9.2 The risk assessment forms part of a holistic, supportive approach to safeguarding pupils. Through early identification of concerns and the timely implementation of appropriate support strategies, the purpose of the risk assessment is to minimise risk, promote wellbeing, and prevent harm wherever possible.
- 9.3 The format of risk assessment may vary and may be included as part of the School's overall pastoral support system in response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and learning support plans, as appropriate) or by using the risk assessment template in **Error! Reference source not found.** Regardless of the approach taken or form used, the School's approach to promoting pupil welfare will be systematic and pupil-focused.
- 9.4 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 staff can weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm. To be effective, a risk assessment must make clear what staff should be doing to reduce the risks pupils face.
- 9.5 The risk assessment process is not intended to create huge amounts of paperwork and neither should it be viewed as purely a tick box or paper exercise. Its purpose is to identify appropriate measures to control risks - those that are most likely to occur and / or will cause the most harm if they do.
- 9.6 Risk assessments will be concise and focused on determining appropriate ways to eliminate a hazard, or manage the risk when a hazard cannot be eliminated. When thinking about a risk assessment in this context, staff should remember:
- 9.6.1 a welfare issue is anything that may harm a pupil; to include mental health problems, behaviour, special educational needs, cyber-bullying, sexual violence or harassment, abuse and the risk of radicalisation and extremism;

- 9.6.2 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 First consideration should be given to 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.
- 10.1.2 Extra consideration should be given and applied in accordance with the School's safeguarding and SEND Policies where a pupil has an actual or suspected mental health need.
- 10.1.3 It is not intended that staff should diagnose any specific mental health condition. Where staff have concerns, appropriate professional and / or medical support should be sought and / or signposted, where necessary.
- 10.1.4 All assessments must be reviewed regularly and updated in light of any changes in the pupil's condition or circumstances.
- 10.1.5 When conducting a welfare risk assessment for a pupil experiencing actual or suspected mental health problems, the following considerations should be addressed:
- (a) Assess the specific nature, diagnosis (if known), and severity of the pupil's mental health difficulties, including:
 - (i) Any formal diagnosis (e.g. anxiety, depression, PTSD, OCD, eating disorder etc);
 - (ii) Whether the pupil is under the care of CAMHS, GP, or another medical/therapeutic professional;
 - (iii) Patterns of mental health presentation (e.g. deterioration, improvement, fluctuations);
 - (iv) History of mental health episodes, including self-harm, suicidal ideation, or psychiatric admissions.
- 10.1.6 Consider how the pupil's mental health affects their ability to engage in school life:
- (a) Impact on attendance, punctuality, or school refusal;
 - (b) Difficulty concentrating or completing tasks;
 - (c) Withdrawal from learning or social activities;
 - (d) Avoidance of specific subjects, classrooms, or staff;
 - (e) Effects on peer relationships or social interaction.
- 10.1.7 Identify reasonable adjustments that could be made to improve the pupil's ability to engage, for example, timetabling, reduced workload, rest breaks, safe spaces etc.

10.1.8 Identify any environmental conditions within the school that may exacerbate mental health symptoms:

- (a) Sensory overstimulation (e.g. noise, crowds, chaotic settings).
- (b) Transitions between classes or key stages.
- (c) Academic pressure (e.g. assessments, deadlines).
- (d) Social pressure or bullying (including online and through the use of generative AI).
- (e) Isolation or exclusion from activities.

10.1.9 Assess whether the pupil poses any risk to their own safety:

- (a) Risk of self-harm (e.g. cutting, burning, hair-pulling, etc.).
- (b) Suicidal ideation or attempts.
- (c) Eating disorders that may affect wellbeing.
- (d) Substance misuse.
- (e) Risk of absconding or running away from school premises.
- (f) Any relevant safeguarding disclosures made by the pupil.

10.1.10 Determine whether the pupil's behaviour places others at risk:

- (a) Physical aggression or violent outbursts.
- (b) Intimidation, threats, or emotional dysregulation affecting peers or staff.
- (c) Inadvertent distress caused by disclosure of personal issues (e.g. graphic descriptions of self-harm).
- (d) Disruption to learning environment or school operations.

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 current practice 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 take into account any special requirements or protected characteristics.

- 10.3.3 Risk assessments should consider early interventions to minimise risk. These include: proactive interventions to prevent risk; early interventions to prevent / minimise risk ; and reactive interventions to manage risk.
- 10.4 **Step 4: Relevant consultation (where required, permitted or appropriate)**
- 10.4.1 Meet with the pupil, pupil's parent(s) or carer(s) or third party e.g. professional involved with the pupil, to discuss the risks, including ways to reduce the risk, 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 significant findings - the concern, the issues, how the pupil(s) might be harmed and what arrangements the School has in place to manage those risks and / or work with the pupil to reduce those risks.
- 10.5.2 The School will record the risk assessment using the template in **Error! Reference source not found..**
- 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 your 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. Staff should review actions for the pupils identified and across the School generally and monitor and review the efficacy and / or the outcome of the measures in place 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.
- 10.6.3 More guidance on risk assessment can be found in Appendix 1 and **Error! Reference source not found..**

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 regulatory bodies, including but not restricted to, children's social care, the police, the Channel Police Practitioner, to the Modern Slavery Trafficking Unit of the National Crime Agency, Ofsted, Child and Adolescent Mental Health Services (CAMHS) and / or the Charity Commission.
- 11.2 The procedures for reporting safeguarding concerns are set out in the School's Safeguarding and child protection policy.
- 11.3 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.
- 11.4 In particular, the School will co-operate and adopt an active approach with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of family 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 their 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 their 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 The School monitors pupil attendance and shall inform the applicable local authority in the appropriate circumstances of any pupil who is added to or deleted from the School's admission register. The School will consider whether it is necessary to liaise with the local authority in circumstances where a parent has expressed an intention to home educate a pupil.

12 Training

- 12.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that relevant 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 role of the individual member of staff and the need for them to complete risk assessments as part of their role.

12.3 The School maintains written records of all staff training.

13 Record keeping

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

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

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

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 they remain necessary and effective as a situation improves or worsens, 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.

15 Version control

Date of adoption of this policy	May 2026
Date of last review of this policy	May 2026
Date for next review of this policy	May 2027
Policy owner (SLT)	Jessica Watson DSL
Policy owner (Proprietor)	Board of Governors

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 Family Help. The factors should be used to assess the nature and level of risk posed and / or faced by the pupil(s) in school including in relation to location, activities, contact with specific pupils, transport to and from school and contexts outside school.

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

Child's developmental needs

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

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

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

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

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

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

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

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

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

Family and environmental factors

Family History and Functioning: e.g. sponsored pupil e.g. away from family / culture and possible language barrier, divorce, parental relationship tensions e.g. potential breakup /

difficulties with step parent, domestic abuse, single parent, absent parents, challenging sibling, family members who may have learning difficulties / disabilities, looked after child, previous involvement with CSC, adopted child, privately fostered child, child in kinship care, loss of significant adult, caring responsibilities, mental health issues.

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

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

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

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

Parents and Carers

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

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

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

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

Appendix 2 Risk Assessment Template

PUPIL NAME Risk Assessment

PUPIL'S NAME	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	Name and Job Role
SIGNATURE	
DATE OF ASSESSMENT	List dates when reviewed
IDENTIFIED RISKS	List of risks if there is more than one
LEVEL OF RISK IDENTIFIED	Low, Moderate, Severe
REVIEW DATE	Outline frequency of reviews

IDENTIFICATION OF RISK	
What risks does this behaviour pose?	•
Who is affected by the risk?	•
What are the possible warning signs that the pupil may be experiencing the risks posed?	•

Repeat this box if needed for multiple risks

ASSESSMENT OF RISK	
In which situations does the risk usually occur?	•
How likely is the risk to arise?	•
How serious are the adverse outcomes?	•

Repeat this box if needed for multiple risks

INTERVENTIONS	
Level of Intervention	Strategies
Proactive interventions to prevent risk	•
Early interventions to prevent risk	•
Reactive interventions to manage risk	•

External Wellbeing Support Signposting

- **Kooth** - An online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use. Online counsellors available 365 days a year until 10pm every night. You just need to self-register for the service. Email www.kooth.com or contact 0845 330 7090.
- **Brew project** - Offers free emotional wellbeing support to children and young people aged 5-17. Wellbeing practitioners offer non-judgemental, confidential support sessions via telephone, video call or walk and talk sessions within 48 hours of referral. You can self-refer to The Brew Project by calling on 01422 730015 or email support@invictuswellbeing.com
- **Campaign Against Living Miserably (CALM)** - Provides support in crisis through free, confidential support. Call 0800 58 58 58. Webchat <https://www.thecalmzone.net/help/get-help/> Available daily, 5pm to midnight
- **Samaritans** - Provide confidential support for people experiencing feelings of distress or despair. Call 116 123 Email jo@samaritans.org (response within 24 hours) Available 24/7
- **Shout** - Provides support in crisis through free, confidential support. Text SHOUT to 85258. Available 24/7
- **SOS** - Provides support in crisis through free, confidential support. Call 0300 1020 505 Available daily, 8am - midnight
- **Safer spaces** - We offer urgent same-day support for anyone aged seven and over. If you are experiencing severe anxiety, panic attacks, suicidal thoughts, intense feelings of depression or dissociation, we offer same day appointments, drop-in support and overnight stay for young people. We also arrange transport to and from our clinics. If you need urgent support today, call First Response: 08009 521 181 Open 24 Hours or Guide-Line: 08001 884 884 8:00am-Midnight.
- **FRS** – 0800 952 1181
- **Night owls** - West Yorkshire Night OWLS is a confidential support line for children, young people, their parents and carers who live in Bradford, Leeds, Calderdale, Kirklees and Wakefield. You can contact the service between 8pm–8am every day by calling **Freephone 0800 1488 244** or **texting 07984 376950** or **chat online**.
- **Attending A&E**