



Pupil Welfare Risk Assessment Policy

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Description: This policy outlines the Senior School's approach to the use of risk assessments in relation to pupil welfare.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

1.0 INTRODUCTION

This policy is drawn up and implemented in accordance with the Education (Independent School Standards) Regulations 2014 (SI 2014/3283) (the ISSRs) and in particular in relation to the Part 3 - Obligations of the Governing Body - to make arrangements to safeguard and promote the welfare of pupils at the School by the implementation of a written risk assessment policy and the Part 8 obligations of those with leadership and management of the School to actively promote the wellbeing of pupils.

2.0 RESPONSIBILITIES

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



2.2 In line with the School's Safeguarding and Child Protection Policy (LP-PW-034) the Head Teacher will;

- 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;
- ensure that staff are appropriately trained to deal with pupil welfare issues;
- ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
- ensure that staff, pupils, parents and others are consulted, where appropriate, to find practical solutions to welfare issues;
- 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.

3.0 PUPIL WELFARE

3.1 The School recognises its responsibility to safeguard and promote the welfare of pupils in its care.

3.2 This responsibility encompasses the following principles:

- to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
- to protect pupils from harm and neglect;
- to recognise that corporal punishment can never be justified;
- to provide pupils with appropriate education, training and recreation;
- to encourage pupils to contribute to society;
- to ensure that pupils are provided with a safe and healthy environment and to improve the physical environment of the School in order to improve its provision for disabled pupils.
- to manage welfare concerns effectively.

3.3 The School addresses its commitment to these principles through:

- Prevention - ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:
 - ensuring thorough training that all staff are aware of and committed to this policy's values;
 - establishing a positive, supportive and secure environment in which pupils can learn and develop;
 - include in the curriculum activities and opportunities for personal social emotional development which equip pupils with skills to enable them to protect their own welfare and that of others;
 - provide medical and pastoral support that is accessible and available to all pupils



- **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:
 - sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;
 - monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to support packages for those pupils.

3.4 The School recognises that pupil welfare and wellbeing can be adversely affected by many matters whether in or away from school, including abuse, bullying, behavioural and health issues.

3.5 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	RESPONSIBILITY FOR RISK ASSESSMENTS
Safeguarding	Designated Safeguarding Lead
Anti-bullying	Head Prep School / Deputy Head – Pastoral
Behaviour	Head Prep School / Deputy Head – Pastoral
Health and Safety	Head of Estates and Facilities
First Aid	Head of Estates and Facilities
Medical Conditions	Head Prep School / Deputy Head – Pastoral
Educational Visits	Educational Visits Co-ordinator Head of Estates and Facilities

4.0 RISK ASSESSMENT

4.1 Pupil welfare:

- Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action taken to reduce the risks identified. This will be recorded and regularly monitored and reviewed.
- Although a risk assessment for pupil welfare may be included as part of the School's overall response to a welfare issue, the School's Student Safety Plan and Risk Evaluation form would normally be used. See Appendix 1. Regardless of the form used, the School's approach will be systematic with a view to promoting pupil welfare and will run through the stages detailed in Appendix 2.



- The information obtained through this process and the action agreed will then 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.
- Pupil welfare risk assessments are saved in the individual pupil folders within the safeguarding area and may be incorporated within wider incident related reports, or used as stand-alone documents.

4.2 School risk assessments - there are risk assessments that cover the general School buildings, grounds and activities together with specific risk assessments for higher risk areas such as PE, Science and the school pond. See Appendix 3.

4.3 In addition there are a number of policies which outline the School's approach to the protection of pupils and staff whilst on the premises. See Appendix 3.

5.0 SAFEGUARDING

- 5.1 With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the Police, health services and other services, where necessary.
- 5.2 Full details of the School's safeguarding procedures are set out in the Safeguarding and Child Protection Policy (LP-PW-034).
- 5.3 Contractors working on site are subject to risk assessments for both the work being carried out and for the contractor's staff visiting the School to carry out the work. See Managing Contractors Policy LP-GW-001.

6.0 ANTI-BULLYING

The School has a written Anti-bullying and Cyberbullying Policy (LP-PW-003) which details the School's approach to the management of bullying and cyber bullying.

7.0 BEHAVIOUR

- 7.1 The School has a written Behaviour Policy LP-PP-005 (Prep) / LP-SP-006 (Senior) which sets out how good behaviour is promoted amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.
- 7.2 These policies contains further information about the School's performance of its duties under the Equality Act 2010 including reasonable adjustments made for pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.



8.0 HEALTH AND SAFETY

- 8.1 In accordance with its obligations under the Health and Safety at Work etc. Act 1974 the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.
- 8.2 The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues as laid out in the Health and Safety Policy (LP-HW-001).
- 8.3 The Health and Safety policy covers all employees, pupils, visitors and contractors working on site.

Policy created November 2022

Next review due November 2023



APPENDIX I



Student Safety Plan – Lingfield College (Confidential)

Name of Student

Date

Completed by: (Individuals/title of those involved in the creation of the Safety Plan – parent(s)/Guardian(s), DSL, Head of Year:

Warning Sign/Causes: Things (TRIGGERS) that tend to “set me off” (thoughts, images, mood, situation, activity, behaviour), make me feel angry, sad, anxious, upset, escalated, 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:**



Coping Strategies: 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. Prioritise - Most helpful coping strategy = 1

1.
2.
3.
4.
5.

Protective Factors: While at school, the adults I can contact for help/support are:

Name of staff member	location

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

(**Administrator should share Safety Plan with these contacts)

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

(Examples: Parent/guardian. Relative, friend).

Parents/Guardian should share Safety Plan with these contacts

Name	Contact Info (phone)



(**Parent/guardian should inform adults of the Safety Plan)

**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 accessibly, I will go to the school's office to seek help/support.

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

Other Safety plan components (Interventions/Strategies)

1.
2.
3.
4.
5.
6.
7.
8.

Possible consequences if plan is not followed:

--



What is the most helpful part of this plan?

(Question for the student)

What else would help you feel more supported?

(question for the student)

****Parents are welcome to contact the school at any time to check on the effectiveness of the plan.**

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

We agree to the Safety Plan

Student signature-----

Parent/Guardian signature-----



Name	Form	Date

Risk Evaluation

Risk	Initial Rating (L, M, H,)	Control Measures	Final Rating	Additional Action Required (action by whom and completion date)	Review date



Appendix 2

Guidance on Pupil Welfare Risk Assessment

A risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should do more to prevent harm.

The purpose of a risk assessment is not to create huge amounts of paperwork, but rather 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.

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

- a welfare issue is anything that may harm a pupil, to include cyber-bullying or abuse;
- the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if they are.

Step 1: Identify the Issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

Complete the Student Safety Plan.

Step 2: Decide who might be harmed and how

Identify individual pupils or groups who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on control measures

The extent of the risk will depend on the likelihood of the harm occurring and the severity of the harm. The effectiveness of controls should be considered and the extent of risk remaining assessed. When deciding if precautions are acceptable, the assessor should take into account the legal requirement to do all that is "reasonably practicable" to protect people from harm.

Compare what is currently done with what is required by law. The DfE guidance is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare. If the remaining risk is unacceptable then further measures must be identified to further reduce the risk.

Where further action is necessary then the Additional action section of the risk evaluation form should be completed and include:

- name of employee responsible for completing the action;
- target date for completion;
- any interim measures to reduce risk in the short term;
- confirmation that the action has been completed;
- re-assessment of the level of risk following completion of the action.

**Step 4:**

Record your findings and implement them Make a written record of your significant findings - the issue, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

Step 5:

Review your risk assessment and update if necessary Review what you are doing for the pupils identified and across the school generally and monitor the efficacy of the measures you have put in place on a regular basis, or as required.



APPENDIX 3

SCHOOL RISK ASSESSMENTS

1. **General School** – covering the Prep school, the Senior school, classrooms and labs as form rooms.
2. **Estates** – covering service & plant, buildings (facilities), grounds, electrical equipment, contractors, fire safety, maintenance & upkeep, vehicles. This also includes school security (see below).
3. **EYFS general** – covering classrooms, nappy changing, outside play, PE & games, animals in school, cooking in the classroom, school gardening, walking to Lingfield, walking to the senior school, Lingfield Seniors, mother & toddler group, holiday club.
4. **PE & Sports** – covering PE & sports facilities, athletics, games, fitness activities, gymnastics & trampolining, general sports, cross country club, equestrian, onsite events, offsite fixtures.
5. **Educational trips generic** – covering the trip procedure, adventure centres, camping, coast, commercial sites, country walking, exchange visits, farms, gardens and parklands, historic sites, nature reserves & zoos. Overseas trips, riverside activities, theme parks.
6. **Specific departments** such as Science, art & photography dark room, food technology.
7. **Specific activities** such as Prep School playground, school pond, forest school, hiring inflatables, and the Duke of Edinburgh (DoE) training and expeditions.

POLICIES

Access to the school site is covered by the Security policy (LP-MW-013) with the following supporting policies:

- Visitors Policy (LP-MW-043)
- ID and Lanyard Policy (LP-MW-045)
- CCTV Policy (LP-EW-001)
- Letting of the School Premises Policy (LP-MW-015)
- Managing Contractors (LP-GW-001)
- Site Traffic Management Plan (LP-EW-022)

There is a series of emergency plans and policies:

- Emergency Evacuation Plan for term time (SP-MW-023) and out of hours (SP-MW-024).
- Critical Incident Policy (LP-MW-011) which includes the Shelter in Place procedures.
- Fire Policy (LP-HW-002).
- H&S Policy (LP-HW-001).