

Risk Assessment Policy For Pupil Welfare

1. Policy statement

- 1.1. This is the pupil welfare policy of Malvern College (College).
- 1.2. 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 proprietor 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. Responsibilities

- 2.1. The College Council have overall responsibility for safeguarding and promoting pupil welfare and well-being at the College.
- 2.2. At an operational level, the Senior Deputy Head will;
 - 2.2.1. ensure that all staff are aware of, and adhere to, the College's policies and procedures on pupil health, safety and welfare;
 - 2.2.2. ensure that key staff have clearly established roles and responsibilities;
 - 2.2.3. ensure that staff are appropriately trained to deal with pupil welfare issues;
 - 2.2.4. ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
 - 2.2.5. consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;
 - 2.2.6. ensure that standards of pupil welfare at the College are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.
- 2.3. Those named in paragraph 3.4 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

3. Pupil welfare

- 3.1. The College recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

- 3.1.1. to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
 - 3.1.2. to protect pupils from harm and neglect;
 - 3.1.3. to recognise that corporal punishment can never be justified;
 - 3.1.4. to provide pupils with appropriate education, training and recreation;
 - 3.1.5. to encourage pupils to contribute to society;
 - 3.1.6. to ensure that pupils are provided with a safe and healthy environment (and to improve the physical environment of the College in order to improve its provision for disabled pupils);
 - 3.1.7. to manage welfare concerns effectively.
- 3.2. The College addresses its commitment to these principles through:
- 3.2.1. Prevention – ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:
 - a. ensuring through training that all staff are aware of and committed to this policy and the values set out;
 - b. establishing a positive, supportive and secure environment in which pupils can learn and develop;
 - c. including in the curriculum, activities and opportunities for Life Skills which equip pupils with skills to enable them to protect their own welfare and that of others;
 - d. providing medical and pastoral support that is accessible and available to all pupils.
 - 3.2.2. 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:
 - a. sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;
 - b. monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to support packages for those pupils.

3.3. The College recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, behavioural and health issues.

3.4. The College 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 in accordance with its duties under Part 3 of the ISSRs.

Policy	Responsibility for risk assessments
Safeguarding	Designated Safeguarding Lead
Anti-bullying	Deputy Head (Pastoral) and Designated Safeguarding Lead
Promoting Good Behaviour and Discipline	Deputy Head (Pastoral)
Health and Safety	[• Bursar / Head / Health and Safety Officer]
First Aid	[• Bursar / Head / Health and Safety Officer / School Nurse]
Medical Care	[• Head / School Nurse / Doctor]
Supervision	Deputy Head (Logistics)
Educational Visits	Headmaster and Deputy Head (Logistics)

4. Risk assessment

4.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed, appropriate action will be taken to reduce the risks identified, this will be recorded and then regularly monitored and reviewed.

4.2. The format of risk assessment as to pupil welfare may vary and may be included as part of the School's overall response to a welfare issue or using the attached pro forma Pupil Welfare Plan or Welfare Risk Assessment. Regardless of the form used, the College's approach will be systematic with a view to promoting pupil welfare.

- 4.3. 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.
5. Safeguarding/Child Protection
 - 5.1. With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education (2016) and Working Together to Safeguard Children (2013) and Part 3 of the ISSRs, the College 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 College's safeguarding procedures are set out in the Safeguarding Policy.
6. Anti-Bullying
 - 6.1. The College has a written Anti-bullying Policy and an Acceptable Use of ICT and E-safety Policy which cover the College's approach to the management of bullying and cyber-bullying.
7. Behaviour
 - 7.1. The College has a written Promoting Good Behaviour and Discipline Policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.
 - 7.2. This policy contains further information about the College's performance of its duties under the Equality Act 2010 (and reasonable adjustments made to pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.
8. Health and safety
 - 8.1. In accordance with its obligations under the Health and Safety at Work etc Act 1974 and with Part 3 of the ISSRs, the College has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the College's operations, so far as is reasonably practicable.
 - 8.2. The College will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the College's obligations and its health and safety policies set out at 3.4.

APPENDIX 1 – GUIDANCE ON 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 College 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 your risk assessment in this context, remember:

- a welfare issue is anything that may harm a pupil, to include cyber-bullying or abuse (including peer on peer 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.

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 precautions

Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare.

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 College has in place to control those risks.

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

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.

Risk Assessment Form

Date:	Assessed by:	Location:

Item No./Name	Activity/Item or hazardous action	Identified hazards or risks	Persons affected	Risk Level	Immediate Adjustment to reduce risk	Controls/Key Risk Management Strategies	Risk Level	Additional controls required	New risk level
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APPENDIX 2 – PRO FORMA PUPIL WELFARE PLAN

	Academic	Learning Support	Social	Emotional	Physical	Other
Concern:						
Action needed:						
Staff:						

«Name»								«Reg»	
Care Meeting: Yes / No		Staff to be involved:							
Meeting led by:		Minutes taken by:							
Action agreed:									
Review dates:									
Attachments:	IEP			Medical Care Plan			Notes on Safeguarding File		
EAL	«English_as_additional_language»								