Last reviewed	November 2024	
Review cycle	2 years	
Issue control		
Date to be reviewed	**Comment**	**Updated by**
September 2026		DSL

Risk Assessment Policy for Pupil Welfare

Policy Statement

1.   This is the pupil welfare policy of Frensham Heights School which is reviewed annually.

2.   Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively all staff should make sure their approach is child centric. This means constantly considering the best interests of the child; identify concerns early; providing help and support; promoting their welfare and preventing concerns escalating.

3.   This policy is drawn up and implemented in accordance with:

a. Keeping Children Safe in Education (September 2024) which is a key document for promoting the safeguarding and welfare of pupils and is "essential that everybody working in a school understands their safeguarding responsibilities".

b. the Independent School Standards (the standards) in the schedule to the Education (Independent School Standards) Regulations 2014 (ISSR) with particular regard to:

(1)   Part 3 obligations of the Governing Body that "arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State".

(2)   the implementation of a written risk assessment policy

(3)   Part 8 obligations of those with leadership and management roles to actively promote the wellbeing of pupils noting that

(4)   "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".

c.   the National Minimum Standards for Boarding Schools (NMS), made under section 87 of the Children Act 1989

d.   the Statutory Framework for the Early Years Foundation Stage (EYFS) (updated version in force from 1 September 2021), made under the Childcare Act 2006 is mandatory for all early years providers.

(1)   The EYFS framework specifically requires the school to have regard to KCSIE and to the Prevent duty guidance in addition to Working Together to Safeguard Children [paragraph 3.7].

Responsibilities

4.   The Governors have overall responsibility for safeguarding and promoting pupil welfare and well-being at Frensham Heights School including the delivery of boarding and EYFS.

5.   At an operational level, the Head will ensure:

a.   that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare

b.   that key staff have clearly established roles and responsibilities

c.   that staff are appropriately trained to deal with pupil welfare issues

d.   that where concerns for a pupil's welfare are identified, the risks are appropriately managed

e.   that staff, pupils, parents and others are consulted, where appropriate, to find practical solutions to welfare issues

f.   that standards of pupil welfare at the School are regularly monitored both at an individual level and generally to identify trends and issues of concern and to improve school management systems.

6.   Those named in paragraph 10 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare in the named policies.

Pupil welfare

7.   Frensham Heights School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles to:

a. support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing)

b. protect pupils from maltreatment, harm and neglect

c. recognise that corporal punishment can never be justified

d. provide pupils with appropriate education, training and recreation

e. encourage pupils to contribute to society

f. ensure that pupils are provided with safe, healthy and effective care

g. improve the physical environment of the School and provision for disabled pupils

h. manage welfare concerns effectively

i. support local authorities, social workers and other agencies following any referral.

8.   Frensham Heights School addresses its commitment to these principles through:

a. **Prevention -** ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:

(1)   ensuring through training that all staff are aware of and committed to this policy and the values set out in associated policies

(2)   establishing a positive, supportive, safe and secure environment in which pupils can learn and develop

(3)   providing a curriculum, activities and opportunities for PSD which equip pupils with skills to enable them to protect their own welfare and that of others

(4)   offering accessible medical and pastoral support that is available to all pupils.

b. **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:

(1)   sharing information and concerns with agencies who need to know

(2)   involving pupils and their parents appropriately.

(3)   monitoring pupils known or thought to be at risk of harm and formulating and / or contributing to support packages for those pupils.

9.   Frensham Heights School 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.

10.   Frensham Heights 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 in accordance with its duties under Part 3 of the ISSRs noting there are additional policies and documents required for compliance (NMS 13.7) for Boarding Schools.

Policy	Responsibility for Risk Assessments
Safeguarding and Child Protection	Designated Safeguarding Lead
Low Level Concerns Policy	Designated Safeguarding Lead
Anti-bullying	Head
Behaviour Management	Deputy Head
Health and Safety	Director of IT and Estates
Medication and Treatment	School Nurse
Boarding Principles and Practice	Head of Boarding

Risk assessment

11.   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, which will be recorded and then regularly monitored and reviewed.

12.   The format of risk assessment for pupil welfare may vary and may be included as part of the School's overall response to a welfare issue. The School's approach will be systematic with a view to promoting pupil welfare and will run through the stages identified in paragraph 11.

13.   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.

14.   Risk assessments should be electronic and stored on CPOMS and Assessments relating to individual pupils will be held on their pupil records and electronically on CPOMS

Safeguarding / Child Protection

15.   With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children and Part 3 of the ISSRs, 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.

16.   Full details of [the school]'s safeguarding procedures are in the Safeguarding & Child Protection Policy.

Anti-Bullying

17.   The School has a written Anti-bullying Policy which covers the School's approach to the management of bullying and online bullying.

Behaviour

18.   The School has a Behaviour Policy, as well as a Low-Level Concerns Policy which explain the school's approach to the promotion of good behaviour amongst pupils and the response and sanctions to be adopted in the event of pupil misbehaviour.

19.   The Safeguarding and Child Protection Policy contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.

Health and Safety

20.   In accordance with its obligations under the Health and Safety at Work Act 1974 and with Part 3 of the ISSRs, 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.

21.   The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations and its health and safety policies set out at paragraph 10.

The National Minimum Standards for Boarding Schools

22.   The Boarding schools: national minimum standards - GOV.UK (NMS) operates alongside The Education (Independent School Standards) Regulations 2014 (ISSR), having been made under separate legislation (the Children Act 1989) and are incorporated into the ISSR mainly through ISSR paragraph 8.

23.   The school will ensure that the welfare of boarders is safeguarded and promoted by:

a. the effective implementation of a written risk assessment policy, the record of all risk assessments carried out and of the appropriate action taken to reduce identified risks.

b. Individual boarder's records (containing personal, health and welfare information)

Annex A - Guidance on Risk Assessment

1.   A Risk Assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures to ensure the School has taken adequate precautions or should do more to prevent harm.

2.   The purpose of a Risk Assessment is not to generate paperwork, but to identify sensible measures to control risks that are most likely to occur and / or will cause harm.

3.   When thinking about your risk assessment in this context, remember:

a. a welfare issue is anything that may harm a pupil including cyber-bullying or abuse

b. any risk, however slight, that a pupil may be harmed must be assessed in full.

c. **Step 1: Identify the issue**

(1)   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.

(2)   If the issue is associated with a member of staff consider the level of concern and whether it meets the "harms threshold" in [Keeping Children Safe in Education](#) .

b. **Step 2: Decide who might be harmed and how**

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

(2)   Consider seeking early advice from Children's Services and/or the local authority designated officer (LADO).

c. **Step 3: Evaluate the risks and decide on precautions**

(1)   Decide what to do about the risks. The extent of the risk will depend on the likelihood of the harm occurring and the severity of the harm.

(2)   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 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.

(3)   If the remaining risk is unacceptable then further controls must be identified to further reduce risk. Where further action is necessary an action plan should include:

(a) name of employee responsible for completing the action

(b) target date for completion

(c) any interim measures to reduce risk in the short term

(d) confirmation that the action has been completed

(e) reassessment of the level of risk following completion of the action.

d. **Step 4: Record your findings and implement them**

(1)   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 risks.

(2)   There is no prescribed format but the record should be simple and focussed on control measures and steps the School proposes to manage the risk.

b. **Step 5: Review your risk assessment and update if necessary**

(1)   regularly review actions for the pupils identified and across the school and

(2)   regularly monitor the efficacy of the measures in place or as required.

Annex B – Student Risk Assessment Template

FRENSHAM HEIGHTS

Key:
Red: Do not proceed – risk must be reduced to a lower level
Amber: Proceed only if specific controls will not allow the risk to increase
Green: Risk controlled effectively. Proceed with operation and monitor for changes

Likelihood	Severity		
	Medium	High	High
	Low	Medium	High
	Low	Low	Medium

Risk Assessment:	Student of Concern
Location(s):	Across School & on Trips
Persons Exposed:	

Visitors/ Staff	✓	Pupils	✓	Contractors		Others	

Hazard	Risk Rating			Control Measures to Reduce Risk	Residual Risk Level		
	Likelihood	Severity	Risk		Likelihood	Severity	Risk
Suicide ideation/plan	Medium	High	Medium	- Attend HC for check in. - If increased risk, home to be called and to be collected from school. - Home to be in open communication with school regarding new concerns/medical appointments. - Boarding House staff aware of concerns and available at all times to support. Student aware how to contact them in the night if needed.	Low	High	Medium
Self Harm	Medium	Medium	Medium	- Student will do their best to inform a member of staff if they have the urge to self harm or any self-harm has taken place. - Health Centre to assess if concerned. - Parents to collect if ongoing concern.	Low	Medium	Low

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Key:
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Amber: Proceed only if specific controls will not allow the risk to increase
Green: Risk controlled effectively. Proceed with operation and monitor for changes

Likelihood			Severity
	Medium	High	High
	Low	Medium	High
	Low	Low	Medium

				- Emergency services to be contacted in the case of urgent concerns. - Boarding House staff aware of concerns and available at all times to support. Student aware how to contact them in the night if needed.			
Going Missing	Low	High	Medium	- Staff who teach the student aware that they are a student with pastoral concerns - Staff to register at start of lesson and report within 5 mins if not present. - Missing person protocol then activated.	Low	High	Medium
Mental health concerns / Low Mood / Heightened Anxiety	Medium	Medium	Medium	- Ongoing support for mental health available from pastoral staff and Health Centre. - Student knows to come to hub or Health Centre if struggling with mental health or needs time out from lessons. - Student knows school counsellors are available if desired. - Student receiving support from CAMHS and/or other external agencies	Low	Medium	Low
Effect on friends	Medium	Medium	Medium	- Pastoral/counselling staff available to support student and friends individually as required.	Low	Medium	Low
School Trips	Medium	High	High	- Trip leaders to be informed that student is a student of concern during trip planning. - Advice to be given in regards to ensuring staff are aware of location of student at all times, or that they are checking in regularly if given unstructured time. - Staff aware to contact Health Centre and/or home if concerns present during trip.	Low	High	Medium

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Key:
Red: Do not proceed – risk must be reduced to a lower level
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Green: Risk controlled effectively. Proceed with operation and monitor for changes

		Severity	
	Medium	High	High
Likelihood	Low	Medium	High
	Low	Low	Medium

Additional comments, control measures and arrangements for monitoring:

Date:	
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