Risk Assessment Policy for Pupil Welfare

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1 Aims

1.1 This is the Risk Assessment Policy for Pupil Welfare of Discovery Educational Trust (DET) for the pupils of all DET Schools.

1.2 The aims of this Policy are as follows:

1.2.1 to reduce the risk of harm to pupils by ensuring proper planning and setting out the DET/School approach to active risk management;

1.2.2 to establish a structured framework for identifying, assessing, and mitigating risks to pupil wellbeing;

1.2.3 to embed 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 all DET Schools; and

1.2.5 to take a holistic approach and consider broader welfare issues rather than focusing solely on isolated behaviours to make well-informed decisions.

2 Application

2.1 This Policy applies to the whole of all DET Schools, including the Early Years Foundation Stage (EYFS) and Sixth Form.

3 Definitions

3.1 Where the following words or phrases are used in this Policy:

3.1.1 The Risk Assessment Policy for Pupil Welfare is referred to as this **Policy**;

3.1.2 **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer/legal guardian); and

3.1.3 **School days** mean any day on which there is a school session to which attendance is required.

4 Responsibility for this Policy

4.1 The Trust (DET) has overall responsibility for all matters, which are the subject of this Policy.

4.2 DET will comply with its duties under the Children and Families Act 2014, the Equality Act 2010 and the specific requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means that, in carrying out its functions, the Trust is required to have due regard to the need to:

4.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

4.2.2 advance equality of opportunity between people, who share a protected characteristic, and people, who do not share it; and

4.2.3 foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

4.3 DET will be responsible for providing suitable training to all staff on all matters related to this Policy. All DET Schools ensure that regular guidance and training is arranged on induction and at regular intervals thereafter in order that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.

This includes:

4.4 The level and frequency of training depends on the role of the individual member of staff. All DET Schools maintain written records of all staff training.

4.5 In order to achieve full and effective implementation of this Policy, DET has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Approval of risk assessments.	Designated Safeguarding Lead (DSL) or Deputy DSL (in DSL's absence)	Ongoing, as completed
Keeping the Policy up-to-date and compliant with the law and best practice.	Director of Education (DoE) – Pastoral; and Director of Operations	As required, and, at least, termly
Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	DSL or DDSL	As required, and, at least, termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the Policy.	DSL or DDSL	As required, and, at least, termly
Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR.	School GDPR Lead	As required, and, at least, termly
Formal annual review.	DET Trust Board (TB)	Annually
Overall responsibility for content and implementation.	DET	As a minimum annually

5 Pupil Welfare

5.1 DET and its Schools recognise their responsibility to safeguard and promote the welfare of pupils in its care. This responsibility is based on the following principles:

5.1.1 to promote a child-centred and coordinated approach to safeguard pupils' welfare;

5.1.2 to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);

5.1.3 to identify children, who may benefit from Early Help, those, who may be in need and/or those who are suffering, or likely to suffer, harm;

5.1.4 to protect pupils from all types of abuse, violence, harassment, and exploitation and neglect;

5.1.5 to recognise that corporal punishment can never be justified;

5.1.6 to provide pupils with appropriate education, training and recreation to keep themselves safe and well, including Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE);

5.1.7 to encourage pupils to report concerns;

5.1.8 to highlight that the law on child-on-child abuse is there to protect children rather than criminalise them;

5.1.9 to protect pupils from the risk of honour-based violence, 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;

5.1.10 to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable;

5.1.11 to promote a whole-School approach to online safety and to protect pupils from the risks arising from the use of technology;

5.1.12 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

5.1.13 to consult with stakeholders about issues of pupil welfare, and ensure that appropriate training and support is provided to pupils and to Parents.

5.2 DET and its Schools recognise 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. DET and its Schools are committed to promoting and safeguarding the welfare of all its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against DET and its Schools' responsibilities to promote and safeguard the welfare of all pupils.

5.3 In addition, when undertaking its assessments, DET and its Schools will endeavour to consider all relevant factors, including, where appropriate:

5.3.1 a pupil's wishes and feelings, wherever possible;

5.3.2 a pupil's developmental needs;

5.3.3 a pupil's family circumstances;

5.3.4 the wider community context in which the pupil is living;

5.3.5 wider contextual issues such as environmental and/or other extra-familial threats and/or new and emerging threats, for example, online threats.

5.4 DET and its Schools address their commitment to these principles through prevention and protection measures.

5.5 **Prevention:** ensuring that all reasonable measures are taken to minimise the risk of harm[1]to pupils and their welfare by:

5.5.1 ensuring, through training, that all staff are aware of, and committed to, this Policy and the values detailed;

5.5.2 establishing a positive, supportive and secure environment in which pupils can learn and develop;

5.5.3 creating a culture and environment that promotes pupil welfare, deters abuse and challenges inappropriate behaviour;

5.5.4 providing pupils with the confidence, and a mechanism, to raise any problems, concerns or complaints that they may have about themselves and/or others, including an anonymous system at Secondary Schools;

5.5.5 providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Local Authority Safeguarding Partners' referral threshold document. DET and its Schools will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for Early Help;

5.5.6 providing medical and pastoral support that is accessible and available to all pupils;

5.5.7 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.

5.6 **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:

5.6.1 having a zero-tolerance attitude to abuse, maintaining an attitude of ‘it could happen here’ and safeguarding is 'everyone's responsibility';

5.6.2 ensuring that pupils, staff and others, where necessary, are aware of the School’s relevant processes and procedures and what is expected of them;

5.6.3 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[2]), and by keeping appropriate records;

5.6.4 managing the issue or concern in line with the appropriate policy, procedure or guidance and pastoral support processes;

[1]The harm test is explained on the Disclosure and Barring service (DBS) website on GOV.UK
[2] See Part 4 of KCSIE

5.6.5 proactively sharing information to help identify, assess and respond to risks or concerns about the safety and welfare of children with appropriate colleagues, agencies, and involving pupils and their Parents appropriately; and

5.6.6 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.

5.7 DET and its Schools recognise 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.

5.8 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 DET Safeguarding and Child Protection Policy and local School procedures, 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 DSL (or DDSL in the DSL's absence) if they have concerns about a pupil.

6 Risk Assessment

6.1 When a concern about a pupil's welfare is identified, DET/its Schools will assess the risks and take appropriate actions to reduce them in line with relevant policies and procedures. The assessment and actions identified will usually be recorded in writing and regularly monitored and reviewed.

6.2 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 education plans, as appropriate). The template risk assessment form at Appendix 4 may also be used. Regardless of the approach taken or form used, the School's approach to promoting pupil welfare will be systematic and pupil-focused.

6.3 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 the decision as to whether the School has taken adequate precautions or should take additional steps to reduce the risk of harm.

6.4 The risk assessment process is not intended to create large 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.

6.5 Risk assessments will be concise and focused on appropriate ways to eliminate a hazard, or control the risk when a hazard cannot be eliminated. When thinking about a risk assessment in this context, remember that:

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

6.5.2 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.

7 The Steps to Risk Assessment

7.1 Step 1: Identify the issue

7.1.1 Firstly, work out how pupils could be harmed. This will generally be detailed in the concern raised about a pupil's welfare or as a result of monitoring patterns or issues affecting pupils' welfare generally at School.

7.2 Step 2: Decide who might be harmed and how

7.2.1 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 3 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.

7.3 Step 3: Evaluate the risks and decide on precautions

7.3.1 Decide how to address the risks, determine how information should be shared, and follow any procedures for obtaining internal approval for the proposed precautions and information sharing.

7.3.2 Compare what is currently done 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, consider any special requirements or protected characteristics.

7.4 Step 4: Relevant consultation (where required, permitted or appropriate[3])

7.4.1 Meet with the pupil, pupil's Parent(s) or third party, for example, professionals involved with the pupil, to discuss the risks and wishes and feelings of the pupil, if appropriate.

7.5 Step 5: Record findings and implement them

7.5.1 Make a written record of significant findings - the concern, the issues, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

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

7.5.3 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.

7.6 Step 6: Review the risk assessment and reassess/update, if necessary

7.6.1 Assessment should be a dynamic process, which analyses and responds to the changing nature and level of need and/or risk. There should be regular reviews of the actions for the identified pupils and across the School, ensuring that the measures in

[3] It may not always be possible to discuss issues with pupils or parents at this stage, particularly where other stakeholders such as the Children Services and/or the Police are involved. Advice should be sought from them in those circumstances.

place are effective. This is especially important for complex welfare issues, like child-on-child abuse, where both pupils remain in School.

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

7.7 More guidance on risk assessment can be found in Appendix 3.

8 Reporting and Information-Sharing

8.1 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 to regulatory bodies, including, but not restricted to, Children's Social Care (CSC), 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 Department for Education (**DfE).**

8.2 The procedures for reporting safeguarding concerns are detailed in the DET Safeguarding and Child Protection Policy and in local School procedures.

8.3 DET and its Schools understand that information sharing is essential for effective safeguarding and for 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 DET's/its Schools' paramount concern.

8.4 In particular, DET and its Schools will cooperate and adopt an active approach with CSC, 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.

8.5 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:

8.5.1 support, advise and assist the pupil when they are given or asked to provide information, or participate in any procedure;

8.5.2 observe whether the police are acting properly and fairly to respect pupil rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;

8.5.3 assist the pupil to communicate with the police, whilst respecting the pupil's right to say nothing unless they want to; and

8.5.4 help the pupil to understand their rights and ensure that those rights are protected and respected.

8.6 DET Schools monitor pupil attendance and shall 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 Schools 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.

9 Record Keeping

9.1 The DoE – Pastoral and the DSL will review the records in order to evaluate all data recorded and to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).

9.2 The information created in connection with this Policy may contain personal data. The use of this personal data by DET and its Schools will be in accordance with Data Protection law. DET has published Privacy Notices on its website, which apply to all DET Schools and explain how DET and its Schools will use personal data.

9.3 All records created in accordance with this Policy are managed in accordance with the DET Records Management Policy and DET Retention Schedules.

10 Publication, Availability and Feedback

10.1 This Policy is published on the DET website.

10.2 This Policy is available in hard copy on request, including in accessible formats.

10.3 A hard copy of the Policy is also available for inspection from the relevant School Office during the School day.

10.4 DET and its Schools welcome feedback on how this Policy can continue to improve. This feedback can be sent to the relevant School Office, marking the subject line "Feedback on the Risk Assessment Policy for Pupil Welfare."

Appendix 1 Regulatory Framework

1 Regulatory Framework

1.1 This Policy has been prepared to meet the DET and its Schools' responsibilities under:

1.1.1 Education (Independent School Standards) Regulations 2014; in particular Part 3, paragraph 16 which requires the Trust/School to ensure that the welfare of pupils at Schools 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;

1.1.2 Statutory framework for the Early Years Foundation Stage (DfE, July 2025; effective 1 September 2025);

1.1.3 Education and Skills Act 2008;

1.1.4 Children Act 1989;

1.1.5 Childcare Act 2006;

1.1.6 Equality Act 2010;

1.1.7 Health and Safety at Work etc. Act 1974;

1.1.8 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR); and

1.1.9 Regulatory Reform (Fire Safety) Order 2005.

1.2 This Policy has regard to the following guidance and advice:

1.2.1 Keeping children safe in education (DfE, for information September 2026)[4] (**KCSIE**);

1.2.2 Working together to safeguard children (DfE, March 2026) (**WTSC**);

1.2.3 Prevent duty guidance for England and Wales (HM Government, March 2024);

1.2.4 Prevent duty: safeguarding learners vulnerable to radicalisation (DfE, September 2023);

1.2.5 Channel duty guidance: protecting people susceptible to radicalisation (Home Office, October 2025);

1.2.6 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2026);

1.2.7 Children Missing Education (DfE, August 2025);

1.2.8 Providing remote education: guidance for schools (DfE, August 2024);

1.2.9 Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);

[4] To update when KCSIE updated September 2025 or earlier, as applicable

1.2.10 Technical guidance for schools in England (Equality and Human Rights Commission, September 2025)

1.2.11 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);

1.2.12 Searching, screening and confiscation: advice for schools (DfE, July 2023);

1.2.13 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024); and

1.2.14 Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, December 2025)[5]

[5] Please note Relationships Education, Relationships and Sex Education and Health Education guidance DfE July 2025, effective from 1 September 2026.

Appendix 2 Other Relevant Policies

1 DET and its Schools have developed this Policy and the policies in the table below, which set out full details of their procedures to safeguard and promote pupil health, safety and welfare.

2

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
DET Safeguarding and Child Protection Policy; and Local School procedures	DoE – Pastoral; DSLs
DET Staff Code of Conduct	Director of HR, Operations & Governance (DoHROG);
School Attendance Policy	Headteacher (HT)/Deputy Headteacher (DHT)
School Anti-Bullying Policy	HT/DHT
School Behaviour Policy	HT/DHT
DET Online Safety Policy	SLT Digital Lead or DSL
DET Health and Safety Policy	Director of IT & Estates (DoITE)
School First Aid Policy	DoHROG
DET Supporting Pupils with Medical Conditions Policy	HT/DHT
DET Special Educational Needs and Disability Policy; School Accessibility Plan	HT and Special Educational Needs and Disability Coordinator (SENDCo)
DET Educational Visits Policy	HT/Educational Visits Coordinator (EVC)
DET Employee Recruitment Procedure (including selection and disclosure procedures)	DoHROG
DET Complaints Policy and Procedure	HT/DHT

Appendix 3 (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 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.

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 may be being 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 in order 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*:** for example, developmental stage, concerns about developmental delay.

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

***Education*:** for example, at risk of child-on-child abuse, being missing from education (including for parts of the school day), frequent moves of school, behaviour record, SEND needs (undiagnosed and diagnosed), attendance, part-time timetable, time spent in Alternative Provision, suspensions and exclusions, school refusal, lack of engagement.

***Emotional and Behavioural Development*:** for example, ongoing and persistent behavioural difficulties, display of extremist views, anti-social behaviour, illegal/offending behaviour, personality trait issues, for example, self-imposed goals, a one-off incident or sustained pattern, is the behaviour at risk of escalating, what is the frequency of the behaviour.

***Identity*:** for example, gender, sexuality, low self-esteem.

***Family and Social Relationships*:** for example, power imbalance, peer groups, social media/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*:** for example, social problems, lack of friendship groups, child's online presence.

***Self-Care Skills*:** for example, lack of care of appearance, lack of personal hygiene, unsuitable clothing.

***Child's Wishes and Views*:** for example, reporting to police, choice.

Family and Environmental Factors

***Family History and Functioning*:** for example, divorce, parental relationship tensions, for example, 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*:** for example, 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*:** for example, loss of parental income/job, inappropriate housing, asylum seeker.

***Family's Social Integration*:** for example, lack of support networks, family socially excluded.

***Community Resources*:** for example, negativity towards family, non-engagement with services.

Parents and Carers

***Basic Care, Safety and Protection*:** for example, suspected/actual physical/emotional or sexual abuse or neglect, appropriate supervision, for example, 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*:** for example, expectations of performance/pressure to achieve, poor attachment.

***Guidance, Boundaries and Stimulation*:** for example, boundaries unclear/not enforced, parents involved with criminal activity.

Appendix 4 Example Template Risk Assessment

Concern/welfare issue:

Person(s), who may be relevant to the concern: [name of pupil(s), for example, alleged victim, alleged perpetrator, bystanders, all pupils, staff]

Person(s) consulted for the purposes of the risk assessment: [names of pupil(s), Parents, staff, third parties, for example, a professional, police, CSC]

Other organisations to be contacted: for example, other school, reporting obligations]

Issues relating to confidentiality:

What are the risks / causes of harm?	**Who might be harmed and how?**	**How might they be harmed? What are the factors to be assessed?**	**What is the level of risk? L/M/H**	**What measures are already in place?**	**What further action is necessary?**	**Action by whom?**	**Action by when?**	**What is the new level of risk? L/M/H**	**Action completed?**	**Review date** By Whom? Comments
e.g. alleged bullying of Pupil A by Pupil B	Pupil A	Child's development needs. Pupil A exhibits behaviour that is below an age expected level, recorded developmental delay.	M	Both pupils have been interviewed and investigation is ongoing.	Pupil A should not sit next to Pupil B in class. Lunchtime staff and playground supervisors to keep an eye on Pupils A and B at break times and report	Class teacher Lunch time and playground supervisors	Immediately Immediately	L	Yes - communicated to staff on [day month year].	Three weeks Class teacher

		Potential power imbalance between Pupil A and B. Pupil B potentially developing a pattern of behaviour, second incident.			any incidents to [name].					
Pupil A has been overheard telling Pupil B that [he/she] intends to travel to Syria to live a better life.	Pupil A, (Pupil B and other pupils - not currently subject to a separate risk assessment.)	Child's development needs. Behaviour log records many incidents of concern. Low self-esteem. Online presence suggests possible involvement with persons with known	H	Both Pupil A and B have been spoken to and interviewed by the DSL, and the Parents, the police and CSC have been informed.	Pupil A should be referred to the Channel Programme. Obtain pupil and parent consent to engage in the Channel programme.	DSL DSL	Immediately	M	Yes Referred to the Channel Programme on [day month year].	One week DSL

		extreme views.								
e.g. Pupil A has alleged that she was sexually touched by Pupil B on the bus on the way to school.	Pupil A, (Pupil B and other pupils subject to own separate risk assessment.)	Child's development needs. Pupil A has ongoing SEND needs. Lack of peer relationships for pupil A. Potential power imbalance between Pupil A and Pupil B. Has Pupil A suffered physical harm due to Pupil B's alleged actions.	H	Referral has been made to CSC on the same day, submitting a Multi-Agency Referral Form (MARF) for both children. The MARF led to immediate police involvement. There are presently no bail conditions or recommendations that Pupil B is suspended.	Pupil B to have an amended timetable so that he is not in any class with Pupil A (to be kept under review pending further advice from authorities). Specific teaching staff to be briefed on the need to ensure that the children are not together. Pupil A given a trusted adult she could go to at any time: staff member will meet with her regularly	DSL Teaching staff Trusted adult	Immediately	M	Yes Pupil B timetable amended. Specific staff informed. Trusted adult agreed with Pupil A.	Three days or immediately upon contact from CSC/police. Consideration to be given to aspects of School's systems, e.g. staff training on child-on-child abuse.

					and support her with break and lunchtime arrangements.					
e.g. Pupil A regularly missing education due to concerns about CEV parent	Pupil A	Child's development needs. Increased risks to mental health risks. Risk of falling behind with education. Increased isolation and Pupil A at increased safeguarding risk of abuse or neglect.	H	Report made to DSL. School has reached out to Pupil A and her Parents to understand and work through their concerns.	Continue to support and work with Pupil A and Parents to increase confidence in returning to School. Stress the compulsory nature of School to Parents and need to report to Local Authority if attendance does not improve.	HT/DSL	Immediately	M	Yes Meeting held with Parents. Absence reported to Local Authority	One week DSL

Risk Assessment undertaken by: [Name of member of staff]

Date:

Authorised by Designated Safeguarding Lead

Signed:

Date:

Review date: