St Mary's School
CAMBRIDGE

Pupil Welfare Risk Assessment Policy

This policy is the responsibility of Designated Safeguarding Lead.

This policy applies to the whole school including EYFS, Junior School, Senior School, Sixth Form and Boarding.

Last review: September 26

Next review: September 27

Governor approval: December 26

Introduction

This is the risk assessment policy for pupil welfare at St Mary's School, Cambridge (the School) which is reviewed annually.

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.

This policy is drawn up and implemented in accordance with:

- Keeping Children Safe in Education (September 2026) 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".
- the Independent School Standards (the standards) in the schedule to the Education (Independent School Standards) Regulations 2014 (ISSR) with particular regard to:
    - Part 3 obligations of the Governing Body that "arrangements are made to safeguard and promote the welfare of pupils at the school; and
    - the implementation of a written risk assessment policy
    - Part 8 obligations of those with leadership and management roles to actively promote the wellbeing of pupils noting 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".
    - the National Minimum Standards for Boarding Schools (NMS), made under section 87 of the Children Act 1989

- the Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2026), made under the Childcare Act 2006 is mandatory for all early years providers.

The EYFS framework specifically requires the school to have regard to KCSIE 2026 and to the Prevent duty guidance, in addition to Working Together to Safeguard Children.

Responsibilities

The Governors have overall responsibility for safeguarding, promoting pupil welfare and well-being at the school, including the delivery of boarding and EYFS.

At an operational level, the Head will:

- ensure that the health, safety, and wellbeing of pupils is suitably promoted.
- 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 identify and deal with pupil welfare issues.
- ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed.
- consult with staff, pupils, parents, and others, 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 across the whole school community to identify trends and issues of concern and to improve systems to manage these.
- monitor the implementation of this policy, as well as any action taken in response to a risk assessment and evaluate effectiveness.
- 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

This responsibility encompasses the following principles:

- to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic well-being);
- protect pupils from maltreatment, harm and neglect;
- to identify children who may require early help, those in need and/or those suffering, or likely to suffer, significant harm;
- to protect pupils from abuse, violence, sexual violence, harassment and exploitation and neglect; as defined by section 17 and/or section 47 of the Children Act 1989;
- to recognise that corporal punishment at the school can never be justified and force can never be used as a form of punishment;
- to provide pupils with appropriate education, training, and recreation, including PSHE, relationships and sex education;
- to encourage pupils to contribute to society;
- ensure that pupils are provided with safe, healthy and effective care;

- to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable;
- 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;
- improve the physical environment of the School and provision for disabled pupils;
- support local authorities, social workers and other agencies following any referral;
- to promote a whole-school approach to online safety and to protect pupils from the risks arising from the use of technology;
- to listen to pupils' complaints and concerns and to manage welfare concerns effectively.

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 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.

In addition, when carrying out its assessments, the School will endeavour to consider all relevant factors including, where appropriate:

- a pupil's wishes and feelings, wherever possible;
- their family circumstances;
- the wider community context in which they are living;
- wider environmental and/or other extra-familial threats and/or new and emerging threats, for example, online threats.

Prevention

The School addresses its commitment to these principles through ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:

- ensuring through training that all staff are aware of and committed to this policy and the values set out;
- establishing a positive, supportive, and secure environment in which pupils can learn and develop;
- including in the curriculum, activities and opportunities for PSHE and relationships and sex education which equip pupils with skills to enable them to protect their own welfare and that of others; providing appropriate medical and pastoral support that is accessible and available to all pupils;
- providing pupils with the confidence and a mechanism to raise any problems, concerns or complaints they may have;
- providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board referral threshold document.

The School will be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not) they have a statutory education, health and care plan;

- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- is looked after or has returned home to their family from care;
- is a privately fostered child.

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:

- proactively sharing information in order to promote the welfare and protect the safety of pupils with appropriate agencies and involving pupils and their parents appropriately.
- monitoring pupils known or thought to be at risk of harm or requiring additional support and formulating and / or contributing to support packages for those pupils.
- maintaining an attitude of "it could happen here".

The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, violence and harassment, radicalisation, behavioural and health issues (both mental and physical).

The School has developed this policy and the policies below, which set out full details of its procedures to safeguard and promote pupil health, safety and 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 Policy
- Anti-bullying Policy
- Behaviour Management Policy
- Health and Safety Policy
- Medical and First Aid Handbook
- Boarding Principles
- Pupil Supervision and Duty of Care Policy
- EYFS Supervision of Pupils Policy
- Educational Visits Policy

Welfare Risk Assessment

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 reduce the risks identified. The assessment and action will be recorded and regularly monitored and reviewed. More guidance on risk assessments can be found in Appendix 1.

The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour monitoring, healthcare and education plans, as appropriate) or by using the attached risk assessment form at Appendix 2.

Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

The information obtained through this process and the action 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.

Risk assessments are stored securely, and only key staff will have access, including the Nurses, Head of Years, and the Designated Safeguarding Lead (DSL).

Safeguarding and Child Protection

With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education, 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.

Full details of the school's safeguarding procedures are in the *Safeguarding and Child Protection Policy.*

The School has policies and processes in place that reflect national safeguarding requirements and the Cambridgeshire and Peterborough Safeguarding Children Partnership Board's procedures and practices, including local protocols for assessment and threshold document. The School's policies and processes seek to ensure that all members of the School community understand that safeguarding is everyone's responsibility. They have been designed to enable staff and others working with children to be confident about identifying, supporting and, where necessary, making reports to the appropriate persons including the DSL and/or external authorities, in respect of any child who may need help or protection including:

- where a child is in immediate danger or is at risk of harm;
- where a child is in need (that is, a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled);
- any child who may require an early help assessment;
- any child where there are concerns regarding female genital mutilation (FGM);
- any child where there are concerns about sexual violence and/or sexual harassment;
- any concern about another staff member who may pose a risk of harm to children;

The School's policies and processes describe and reinforce how the school works with social care, the local authority designated officer, the police, health services and other services to promote the welfare of children and protect them from harm. This includes:

- providing a co-ordinated offer of early help when additional needs of children are identified;

- contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- allowing access for relevant local authority personnel to conduct, or to consider whether to conduct, assessments and child protection investigations under the Children Act 1989;
- making it clear that safeguarding is everyone's concern and ensuring that staff trained as to when they must make a report themselves to the external services (such as in the case of FGM) and when they should use the school's internal processes and procedures;
- making it clear that staff must follow up with the DSL and/or relevant external services in the event that they remain concerned about a child or if they are not satisfied with the response and escalate their complaint accordingly.

Full details of the school's safeguarding procedures are set out in the *Safeguarding and Child Protection Policy*. Details of the School's online safety strategy are set out in the *Online Safety Policy.*

The school's process for safer recruitment is detailed in the Recruitment, Selection and Disclosure Policy and Procedure, which can be found on the school website.

Visitors and Visiting Speakers

The School's Visitors Policy ensure that the arrangements for visiting speakers are suitably risk assessed before the visit takes place. Clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises.

Anti-bullying

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

Health and safety

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, pupils and others affected by the School's operations, so far as is reasonably practicable.

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.

The School has a Young Persons Risk Assessment which relates to young people employed by the School.

The National Minimum Standards for Boarding Schools

The National Minimum Standards for Boarding Schools (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.

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

- 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; and
- Individual boarder's records (containing personal, health and welfare information)

Medical issues

The School has a duty to make appropriate arrangements for First Aid. To ensure that it is administered to anyone who requires it in a timely and competent manner including:

- the administration of medication to pupils; and
- supporting pupils with medical conditions (including mental health conditions).

Details of the School's arrangements for these are set out in the Medical and First Aid Handbook.

Recruitment

Details of the School's procedures on recruitment-related issues such as selection, DBS checks (including late DBS checks) and disclosure are set out in the School's Recruitment, Selection and Disclosure Policy and Procedure, which can be found on the school website.

Reporting and information-sharing

When assessing risks to pupil welfare and well-being at the school, all staff should also consider whether the matter should be reported to outside agencies and/regulatory bodies, including but not restricted to, Children's Social Care, the police (including, in relation to those identified as being at risk of radicalisation, the Lead Prevent Officer (Cambridgeshire Police)), ISI, CAMHS, the Charity Commission.

The procedures for reporting safeguarding concerns are set out in the school's *Safeguarding and Child Protection Policy*. Consideration will also be given to the need for the School to report a matter to the Modern Slavery Trafficking Unit of the National Crime Agency.

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.

The School will cooperate with Children's Social Care, 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.

The School 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.

Training

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter, so 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.

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.

The School maintains written records of all staff training.

Record keeping

The School will retain records of the significant findings of the relevant risk assessments, together with, where necessary, evidence of the action taken to implement the findings of the risk assessments and to reduce the risks identified.

All records created in accordance with this policy are managed in accordance with the school's records management policy and records retention schedule.

The records created in accordance with this policy may contain personal data. The School has privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy* for staff, governors and volunteers and information security and sharing data guidance which are both contained in the data protection and information security handbook.

Monitoring and review

Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Head of Safeguarding (DSL), Deputy Head Pastoral and Boarding, Head of Juniors or by a nominated DDSL or other senior staff member with support from the appropriate staff who have been involved. As part of the review, they will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these, as necessary.

Appendix 1: Guidance on risk assessment

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 you can weigh up whether the school has taken adequate precautions or should take additional steps to prevent the risk of harm. The risk assessment process is not intended to create huge amounts of paperwork, and neither should it be viewed as purely a tick box 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. When thinking about your risk assessment in this context, remember:

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

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.
- If the issue is associated with a member of staff consider the level of concern and whether it meets the "harms threshold" in KCSiE.

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.
- Consider seeking early advice from the local authority designated officer (LADO).

Step 3: Evaluate the risks and decide on precautions

- 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.
- 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.
- 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:
    - 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
    - reassessment 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 concern, the issues, how pupil(s) might be harmed and what arrangements the school 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 school proposes to take to manage the risk.

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

- regularly review actions for the pupils identified and across the school and
- regularly monitor the efficacy of the measures in place or as required.

Appendix 2: Example template risk assessment

What is the welfare issue?	Who might be harmed and how?	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	Action completed?	Review date
Alleged bullying of Pupil A by Pupil B	Pupil A	Both pupils have been interviewed and investigation is ongoing.	Pupil A should not sit next to Pupil B in class. Staff on patrol/lunch duty to keep an eye on Pupil's A and B at break times and report any incidents to [• name].	Form tutor/class teacher Staff on patrol at break and lunchtime.	Immediately Immediately	Yes - communicated to staff on [• 00 month year]	
Pupil A has been overheard telling Pupil B that they intend to travel to Syria to live a better life.	Pupil A, Pupil B and other pupils.	Both Pupil A and B have been spoken to and interviewed by the DSL and the parents, the police and children's social services have been informed.	Pupil A should be referred to the Channel Programme. Obtain pupils and parent consent to engage in the Channel programme.	DSL DSL	Immediately		
Pupil A has been admitted to hospital with mental health concerns.	Pupil A Friends of Pupil A who are aware of the situation.	Parents contacted by the nurses/Head of Year/DSL as appropriate to discuss current situation and next steps.	Plan the return to school including the Risk assessment which might be necessary including what support is offered.	DSL/Nurses/ Head of Year.	Immediate contact made with home and further action dependent on the situation.		