



Ripon Grammar School

Risk Assessment Policy for Student Welfare

Introduction

This is the risk assessment policy for student welfare of Ripon Grammar School.

Purpose: The purpose of this policy is:

- to actively promote the wellbeing of students of the School;
- to ensure that all members of the School community are aware of, and follow, the School's approach to student wellbeing and understand that safeguarding and promoting the welfare of children is everyone's responsibility; and
- to implement a framework for the identification and assessment of risk(s) to student wellbeing.
- It is drawn up and implemented in accordance with the Department for Education Boarding schools National Minimum Standard 6 - Safety for Boarders section 6.3 (April 2015) has regard to obligations to make arrangements to safeguard and promote the welfare of students at the School by the implementation of a written risk assessment policy and the obligations of those with leadership and management responsibilities to actively promote the wellbeing of students.

Responsibilities:

The Governors have overall responsibility for safeguarding and promoting student welfare and well-being at the School.

At an operational level, the Headteacher will:

- ensure that the health, safety and wellbeing of students is suitably promoted;
- ensure that all staff are aware of, and adhere to, the School's policies and procedures on student 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 student welfare
- ensure that where concerns about a student's welfare are identified, the risks are appropriately managed;

- consult with staff, students, parents and others, where appropriate, to find practical solutions to welfare issues;
- ensure that standards of student 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.

Student welfare:

The School recognises its responsibility to safeguard and promote the welfare of students in its care. This responsibility encompasses the following principles:

- to support students' physical and mental health and emotional wellbeing (as well as their social and economic well-being);
- to identify children in need and/or those suffering, or likely to suffer, significant harm;
- to protect students from abuse and neglect;
- to recognise that corporal punishment can never be justified;
- to provide students with appropriate education, training and recreation;
- to encourage students to contribute to society;
- to protect students from the risk of radicalisation, extremism and being drawn into terrorism, actively promoting fundamental British values and providing appropriate support to those assessed as being vulnerable;
- to ensure that students are provided with a safe and healthy environment so far as reasonably practicable;
- to promote a whole-school approach to online safety and to protect students from the risks arising from the use of technology and to manage associated welfare concerns effectively.

The School recognises that individual students 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 of its students having regard to the special requirements of individual students but, where appropriate or necessary, balancing the special requirements of individual students against the School's responsibilities to promote and safeguard the welfare of all its students.

The School addresses its commitment to these principles through:

Prevention - ensuring that all reasonable measures are taken to minimise the risk of harm to students 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 students can learn and develop;
- including in the curriculum, activities and opportunities for PSHCEe which equip students with skills to enable them to protect their own welfare and that of others;

- providing medical and pastoral support that is accessible and available to all students; and
- providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the NYCC Safeguarding Children Board.

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

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence; has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

Protection - ensuring all appropriate actions are taken to address concerns about the welfare of a student, whether of a safeguarding nature or otherwise. This includes:

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

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

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 student health, safety and welfare in accordance with its duties.

Policy	Responsibility
Child Protection	Designated Safeguarding Lead
Anti-bullying	Deputy Head
Positive Behaviour Policy	Deputy Head
IT Acceptable Use Policy for Students	Systems Manager/Head of IT
E-Safety Policy	Systems Manager/Head of IT
Health and Safety Policy	Premises Manager
Medical Procedures Policy including First Aid - Administration of medicines/ Supporting students at school with Medical conditions/care of boarders who are unwell	Deputy Head/School Health worker/ SENCO
Special Educational Needs	SENCO
Disability and Accessibility Plan	Deputy Head/SENCO/Premises Manager
Off-site Educational Visits Policy (Supervision. Safety and Supervision of journeys)	EVC Co-ordinator/Premises Manager
Security Policy Access to school premises by people	Premises Manager
Visitors to the School Policy Supervision of ancillary, contract and unchecked staff	Premises Manager

Risk assessment

Where a concern about a student's welfare is identified, the risks to that student'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.

Additional guidance on risk assessment can be found in North Yorkshire County Council Children and Young People's Service - Section 2: Risk Assessment process, model risk assessments -please refer to 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 student welfare plans (such as behaviour, healthcare and education plans, as appropriate) or by using the NYCC attached risk assessment form. Regardless of the form used, the School's approach to promoting student welfare will be systematic and student-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 student or of students generally.

Completed student risk assessment forms are kept by the SENCO and Head of Boarding and reviewed annually as part of the safeguarding review - see appendix 2.

Safeguarding/child protection

The School has policies and processes in place to ensure effective compliance with all national and local safeguarding requirements, including without limitation:

- The Children Act 1989;
- The Ripon Grammar School Child Protection Policy
- Department of Education Boarding Schools National Minimum Standards
- Keeping children safe in education (2021)
- Working together to safeguard children (2018)
- NYCC Safeguarding Children Board procedures and practices
- NYCC Annual Safeguarding Audit
- Equality Act (2010)

The School's policies and processes 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:

- develop an awareness and understanding of the early help process, including identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment;
- be confident about identifying children 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) and about actions which might be required when concerns are identified about a child; and
- be confident about identifying where a child is in immediate danger or is at risk of harm and the actions which are required to safeguard and promote the child's welfare.

The School's policies and processes describe and reinforce how the School works with social care, 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; and
- allowing access for relevant local authority personnel to conduct, or to consider whether to conduct, assessments under section 17 or section 47 of the Children Act 1989.

Full details of the School's safeguarding procedures are set out in the RGS Child Protection Policy. Details of the School's online safety strategy are set out in the E-Safety Policy.

Protection from radicalisation and extremism

Details of the School's procedures to prevent students from becoming radicalised and / or being drawn into extremism and / or terrorism in accordance with the *Prevent duty guidance for England and Wales 2015* (HM Government) and the departmental advice on the *Prevent duty* (Department for Education (DfE)) are contained within the Child Protection Policy.

The School will meet these obligations by assessing the risk of students being drawn into radicalisation and / or extremism and / or terrorism and putting in place control measures to support those at risk.

The School is committed to providing a safe space in which students can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

The School will ensure that the arrangements for visiting speakers, whether invited by staff, students or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises (see RGS Child Protection Policy and NYCC Annual Safeguarding Audit)

Anti-bullying and Peer-on-Peer Abuse Policy

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

Positive Behaviour Policy

The School has a written positive behaviour policy which sets out how it promotes good behaviour amongst students and the sanctions to be adopted in the event of student misbehaviour.

Health and safety

In accordance with its obligations under the Health and Safety at Work Act 1974 and the Regulatory Reform (Fire Safety) Order 2005 and Department for Education Boarding Schools NMS April 2015, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of students and others affected by the School's operations, so far as is reasonably practicable.

The School will meet this requirement 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.

Special Educational Needs

The School will make appropriate arrangements to identify and support all students with special educational needs, whether or not they have the benefit of a Statement of Special Educational Needs or an Education, Health and Care Plan as set out in the Special Educational Needs Policy.

Medical issues

In accordance with its obligations under the Health and Safety at Work Act 1974 and the NMS, 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;

- the administration of medicine to students;
- the care of boarders who are unwell;
- supporting students with medical conditions.

Details of the School's arrangements for these are set out in the Medical Procedures (including First Aid) Policy.

Reporting

When assessing risks to student welfare and well-being at the School, all staff should also consider whether the matter should be reported to outside agencies and /or 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 Channel Police Practitioner), Ofsted, CAMHS, the Charity Commission.

If a student is in immediate danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately. Anybody can make a referral in these circumstances (see the School's Child Protection and Safeguarding Policy and Procedures). If a referral is made by someone other than the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed of the referral as soon as possible.

The School shall inform the applicable local authority in the appropriate circumstances of any student who is going to be added to or deleted from the School's admission register.

Information sharing

The School recognises that effective information-sharing between it and local agencies is essential for effective identification and assessment of need and the delivery of appropriate support and the key to providing effective early help where there are emerging problems.

Wherever the School proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, *Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers* (2015) and the North Yorkshire Safeguarding Children Board information sharing protocol.

Monitoring and review

Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Head and/or Deputy Head.

In undertaking the monitoring and review of relevant risk assessments and this policy (as necessary), the Head/Deputy Head will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these.

This policy and related School procedures will be reviewed annually by the Governors as part of the annual review of safeguarding and updated as necessary.

January 2022

Appendix 1 Guidance on risk assessment

A student welfare risk assessment is a careful examination of what could cause harm to student 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 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 student; to include cyber-bullying, abuse and the risk of radicalisation and extremism.
- the risk is the chance that a student could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue

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

Step 2: Decide who might be harmed and how

Identify individual students or groups of students 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 student's welfare. Where appropriate take into account any special requirements or protected characteristics.

Step 4: Record your findings and implement them

Make a written record of your significant findings - the concern, the issues, how student(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

Review what you are doing for the students identified and across the School generally and monitor and review the efficacy and / or the outcome of the measures you have put in place on a regular basis, or as required.

Risk assessment process, model risk assessments

The process of risk assessment is central to an effective health and safety management system. There is sometimes confusion over the need for risk assessment as well as the actual process of completing pro formas.

Reasons for risk assessment

Risk assessment is a legal requirement under health and safety legislation and in terms of civil courts can be used to demonstrate that effective controls were in place or not, before an accident occurred. In addition to the legal necessity of completing risk assessments, there are many other important reasons for ensuring a comprehensive risk assessment programme is in place in every CYPS establishment or school and these include:

- To identify previously unrecognised hazards and introduce controls to reduce the likelihood and/or severity of an accident occurring.
- As a communication tool to inform employees, visitors and other site users of risk and control measures in place that must be adhered to.
- As a communication tool to inform managers, senior managers of risks that may need further control through additional resources, time and effort.
- As a management tool to allocate resources efficiently and objectively to different risks based on risk level.
- As reassurance to parents, visitors, other site users and enforcement bodies that risks have been effectively identified and controlled.

Risk assessment should be:

- clear, concise and comprehensible;
- suitable and sufficient;
- practical;
- completed by those persons with the necessary competence located as close as possible to where the hazards are generated;
- open for discussion and promote ownership with input by all parties involved;
- be accessible where possible for all interested parties including staff, young people, parents, contractors, other site users and others;
- implemented and complied with by all parties affected;
- reviewed whenever there is a significant change in circumstances e.g. after an accident;
- positively promoted by management at all levels as an essential tool; and
- to reduce accidents and loss and improve workforce health and morale.

Risk assessment should not be:

- a tick box exercise to be completed as quickly as possible;
- laborious and time consuming – although the process involves a systematic analysis of the hazards and risks;
- carried out by someone who does not have the necessary skills, training and experience to complete the assessment (the training required may just need to be basic for most assessments);
- oversimplified or overcomplicated, i.e. using language or technical terminology which makes it inaccessible to those it affects; and
- seen as a bureaucratic paper exercise imposed from above.

Written risk assessments are a formal record of:

- the hazards that present a significant risk (ignore the trivial);
- people at risk;
- estimation of the risk level in terms of the likelihood and severity of harm;
- evaluation of the risk based on the control measures that currently exist and any further required;
- the steps required for effective implementation; and
- a periodic review of the assessment.

Determining the level of risk

Fundamentally, risk assessment involves a systematic way of identifying hazards and making judgements about how the identified hazards should be controlled either by elimination or reducing the risk as far as is reasonably practicable. Risk assessment is not about eliminating risk per se or making everyone 100 per cent safe - it is about eliminating unnecessary risk. Health and Safety law requires us to ensure the health and safety of all employees as far as is reasonably practicable which means balancing risk against cost, time and effort.

Therefore we need to know the level of risk - whether high, medium or low in order to make decisions about how much time, effort and resources is required to control any particular risk. The CYPs approach to measuring risk illustrated in this handbook is based on a 5 x 5 system of likelihood and severity of harm. The risk assessor makes a judgement on how likely harm will occur from the hazard ranging from (1) very unlikely to (5) very likely. The number chosen is based on a variety of factors including numbers of previous near misses, staff competence etc. and is multiplied by a level of severity of harm ranging from: (1) damage to property only to (5) death or permanent disability. The assessor should generally not go down the route of looking for worst case scenario in this process – but rather determine what is a realistic outcome in terms of risk level. With training, practice and sharing the process of completing risk assessments with colleagues the results are less subjective and a common standard will develop.

Generic, model and specific risk assessments

A generic risk assessment for a particular activity e.g. working at height will identify all the common hazards and suitable controls for that activity. However, in different venues the hazards and controls will vary and these should be recorded in site specific risk assessments. Further assessment will be required in order to meet the needs of specific people involved, time of year etc. This additional information will be identified in a specific risk assessment or by amending the generic/site specific assessments.

Care must be taken with all generic risk assessments, since they remain generic until they have been carefully applied and adapted as necessary to meet the needs of the people involved and the particular circumstances of the location. Model risk assessments as included in this handbook e.g. office risk assessment, working at heights, lone working are worked examples of risk assessment which can be used as a basis for adapting to local circumstances.

Producing a written risk assessment

All activities must be fully risk assessed and a record kept of significant hazards and associated control measures.

There is no single correct format for a written risk assessment. There are a variety of formats used within schools and other settings, all of which can be effective if completed to the legal standard of suitable and sufficient.

It is a requirement under health and safety legislation to record all significant risks, indicate how they are to be controlled and who should know about them. The CYPS general risk assessment form and the very similar corporate version are available on the CYPS info website <http://cyps.northyorks.gov.uk> and NYCC intranet or directly via e mail from the health and safety risk management team.

In some cases individual risk assessments will need to be carried out for children or young people with special needs as well as staff who are pregnant or who have specific medical conditions.

Risk assessments must be current, signed and dated and be made available for all staff affected by the assessment. This does not mean giving a copy to all staff. Risk assessments should be kept in folders/files or on computer format readily accessible.

Support, advice and training

If you require any support, advice or training in risk assessment contact: **Health and safety risk management unit on (01609) 53 2589.**

Attachment:

CYPS risk assessment for managing high level challenging behaviours

Attachment:

Children and young people's service - general risk assessment form

Attachment:

Model diabetic child primary school risk assessment

Attachment:

Model lone working social care risk assessment

Attachment:

Model lone working risk assessment

Attachment:

Risk assessment for pupils with epilepsy

Attachment:

Use of oxygen by pupils on and off site

Attachment:

General risk assessment form - office environment

Attachment:

General risk assessment form - risk of pupil escaping from school site



Name of child/young person: Date of Birth: Date of Assessment: Date of Review:tbc.....

Information provided by: Risk Assessor(s):

Identification of Risk

Identification of Risk	
Clear and detailed description of risky behaviour(s).	
Who is affected by the behaviour (injured or harmed)?	
In which situations does the behaviour usually occur/not occur?	
What kinds of injuries or harm are likely to occur?	
What relevant records, reports or other documents are already in place? (eg IEP, PSP, lesson planning, General Risk Assessment, Health Care Plan, Statement of SEN).	

Risk Rating Matrix	
SEVERITY [S]	
5. Death/Disability	
4. Major Injury	
3. > 3 day Injury	
2. Minor Injury	
1. Property Damage	
LIKELIHOOD [L]	
5. Very Likely	
4. Likely	
3. Possible	
2. Unlikely	
1. Very Unlikely	

1	1	2	3	4	5
	2	4	6	8	10
2	3	6	9	12	15
	4	8	12	16	20
3	5	10	15	20	25
	1	2	3	4	5

SCORE:

1 – 8 = **LOW RISK**

9 – 15 = **MEDIUM RISK**

16 – 25 = **HIGH RISK**

RISKY Behaviour	Degree of Risk										Risk Rating	
	Severity					Likelihood					SCORE	HML
	1	2	3	4	5	1	2	3	4	5		

Behaviour Management Plan			
Interventions	Measures in place	Further measures (if required)	Level of Risk
Proactive interventions to prevent risk			
Reactive interventions to respond to adverse outcomes			

Communication of Risk Assessment and Behaviour Management Plan		
Shared with	Communication Method	Date actioned and by whom

Review of Risk Assessment and Behaviour Management Plan	
Any significant changes since last assessment? (Consideration needs to be given to the impact of measures on behaviour in the review)	

Notes: As a result of the review an up-dated risk assessment should be completed and recorded.

Parents/carers should always be actively involved in the planning/monitoring and reviewing process.

CYP should always be actively involved. Their level of involvement should be judged by key staff, according to the CYP's age and social/emotional maturity.