Our Mission Statement – the reason our College exists
"Learning & Growing in the Light of the Gospel"

With Christ at the centre of our learning, we:
- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

'Encouraging Big Ideas'

Ratcliffe's unique educational offering based on our College motto, "Legis Plenitudo Charitas", Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College's inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, "Learning and Growing in the Light of the Gospel", serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

Person (s) responsible for Policy	Director of Safeguarding Deputy Head Pastoral
Version Number	1.0
Date Reviewed	December 2024
Next Review Date	December 2025

Contents

Policy Statement

This is the risk assessment policy for student welfare at Ratcliffe College and applies to the whole College community.

The purpose of this policy is:

- to actively promote the well-being of students of the College;
- to ensure that all members of the College community are aware of, and follow, the College's approach to student well-being 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.

A copy of this Policy is available through the shared One Drive of the College network and can be made available in large print or another accessible format if required. It is also published on the Ratcliffe College website.

Regulatory Framework

This Policy has been drafted having due regard for:

- Keeping Children Safe in Education 2024;
- Working Together to Safeguard Children 2023;
- Prevent Duty Guidance for England and Wales 2023
- Information sharing: advice for practitioners providing safeguarding services to children,young people, parents and carers 2018;
- The Independent School Standards 2019;
- Boarding School: National Minimum Standards 2022;
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- Equality Act 2010;
- Health and Safety at Work etc. Act 1974;
- Data Protection Act 2018 and the General Data Protection Regulation (GDPR);
- Regulatory Reform (Fire Safety) Order 2005;
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies July2017.

1. College Policies

The College has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote student health, safety, and welfare:

Policy	Overall responsibility for the implementation of the policy and authorisation of risk assessments

Safeguarding and Child Protection Policy	DSL
Social, Emotional and Mental Health Policy	DSL
Pastoral Care Policy	Deputy Head Pastoral
Supervision of Students Policy	Deputy Head Pastoral
First Aid and Medical Arrangements Policy	Bursar, Deputy Head Pastoral, Medical Department
Risk Assessment Policy	Estates Manager
Anti-Bullying Policy	Deputy Head Pastoral
Safer Recruitment Policy	Human Resources Manager
Positive Behaviour and Relationships Policy	Deputy Head Pastoral / Deputy Head Preparatory School
Visitors including Contractors Policy	Director of Finance and Operations
Health and Safety Policy	Estates Manager
Allergies, Anaphylaxis and Epipen Policy	Deputy Head Pastoral, Estates Manager and Medical Team
Special Educational Needs Policy	SENCo
Registration Policy	Deputy Head Pastoral
Whistleblowing Policy	DSL
Acceptable Use Policy	IT Manager
Children Absent from Education Policy	DSL

2. Responsibilities

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

At an operational level, the Headmaster will:

- ensure that all staff are aware of, and adhere to, the College's policies and procedures on student health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that where concerns about a student's welfare are identified, the risks are appropriately managed;
- ensure that standards of student welfare at the College are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.

The Designated Safeguarding Lead and Deputy Head Pastoral will:

- Keep this policy up to date and compliant with legislation and best practice;
- Monitor the implementation of this policy, relevant risk assessments and any action taken in response and to evaluate effectiveness;
- Maintain up to date records of all information created in relation to the policy and its implementation as required by the GDPR;

- Conduct a formal annual review of this policy.

3. Student welfare

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

- providing help and support to meet the needs of children as soon as problems emerge;

- protecting children from maltreatment, whether that is within or outside the home, including online;

- preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- taking action to enable all children to have the best outcomes.

- to support students' physical and mental health and emotional well-being (as well as their social and economic well-being)

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

- to promote a whole College approach to online safety and to protect students from the risks arising from the use of technology

The College recognises that individual students may have needs which arise from a learning difficulty or disability which calls for special educational provision. This is covered in more detail within the Special Educational Needs Policy.

The College is committed to promoting and safeguarding the welfare of all 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 College's responsibilities to promote and safeguard the welfare of all its students.

The College 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:

- Establishing a positive, supportive and secure environment in which students can learn and develop;
- Including in the curriculum, activities, and opportunities for PSHCE, RSHE, Careers and Health Education (known as PSHCE in the Senior School and Christian Living in the

Preparatory School, supported by the Pastoral Programme of assemblies, Celebration of the Word, and tutor time activities) 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;
- Providing students with the confidence to raise any problems, concerns, or complaints they may have including anonymously.

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:

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

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

4. Risk Assessment

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

Criteria for risk assessment:

The need for a Student Welfare Risk Assessment will be identified by the Medical Team, DSL/DDSL team (safeguarding), Pastoral Support such as Heads of Years and Boarding staff, or the SENCo and/or the Deputy SENCo. This can also be considered by the Head of Nursery or the Head of Preparatory School as appropriate.

The criteria for conducting a risk assessment regarding students' welfare includes:

- A student with a clinical tendency towards behavioural, social and emotional difficulties, e.g., a student with autistic spectrum disorder, a student who is self-harming.
- A student with a historical tendency towards behavioural, social, or emotional difficulties.
- A student either returning to the College after a suspension or joining from another school after a permanent exclusion.
- A student with either a clinical or historical tendency towards behavioural, social, or emotional difficulties and participating in any off-site school visits/trips.

- A student with a diagnosed medical condition e.g. asthma, allergy, cerebral palsy.

As part of any risk assessment the following policies should be considered:

- Special Educational Needs Policy
- Education, Health and Care Policy
- Positive Relationships and Behaviour Policy
- Exclusions Policy
- Safeguarding and Child Protection Policy
- Social, Emotional and Mental Health Policy
- Pastoral Policy

During term time, the pastoral needs of students, where concerns are known or emerging, are reviewed in Student Support Services Case Management Meetings. During this meeting a staff member may be tasked with updating an existing Student Welfare Risk Assessment (SWRA) or creating a new one should the need for this be identified.

Those students who have Risk Assessments will be recorded onto the Provision Map platform which integrates with Classcharts where risk assessments can be accessed through the SEN tab. In the case of the Nursery and Preparatory School who do not use Class Charts the SWRA can be cascaded to identified staff electronically.

Risk assessments should be clear and easy for users to implement. The level of detail contained in them should be relevant to the level of risks involved. Where additional pertinent information exists on a platform such as CPOMS or Class Charts, but would not be appropriate for inclusion in the SWRA, the SWRA should refer to this. In many cases the risk assessment will lead to clarification and documenting of protocols and procedures that are already in place, following best practice and relevant industry standards where applicable.

The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties to safeguard and promote the welfare of a particular child or of students generally.

See Appendix 1 for Guidance on risk assessment.

5. Safeguarding

In accordance with current statutory guidance, including Keeping Children Safe in Education 2024 and Working Together to Safeguard Children 2023 the College has systems in place to identify students 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 agencies, where necessary.

Full details of the College's safeguarding procedures are set out in the Safeguarding and Child

Protection Policy.

6. Protection against radicalisation and extremism

The College is mindful of its responsibilities under The Prevent Duty. The Prevent Officer is the DSL, Mr Jeffrey Masterton who monitors the college's responsibilities through the Prevent Action Plan which is reviewed and updated on a termly basis.

Details of the College's procedures to prevent students from becoming radicalised and/or being drawn into extremism and/or terrorism are set out in the Safeguarding and Child Protection Policy.

The College 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 College 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 College 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 college premises.

7. Operation Encompass

The College will factor into any Risk Assessment information on children or families it has received as part of Operation Encompass. The 'Key Adult' for Operation Encompass is the DSL, Mr Jeffrey Masterton. Operation Compass is part of the Police strategy in dealing with incidents of domestic abuse where children are present. In such circumstances and where children attend school the Police will share information with schools to allow them to support students where appropriate.

8. SEND

The College will make appropriate arrangements to identify and support all students with special educational needs, whether or not they have the benefit of an education, health and care plan. The responsibilities of the college are set out in the Special Educational Needs Policy.

9. Medical

In accordance with its obligations under the Health and Safety at Work Act 1974 and with Part 3 of the ISSRs, the College 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 medication to students;
- supporting students with medical conditions.

Details of the College's arrangements for these are set out in the [EYFS First Aid Policy](#), [Boarders Illness Policy](#), [Eating Disorders Policy](#), [Managing Children who are Sick or Infectious Policy](#), [Self Harm Policy](#) and [First Aid and Medical Arrangements Policy](#)

10. Anti-Bullying

The College has an [Anti-Bullying Policy](#) which covers the College's approach to the management of bullying and cyber bullying.

11. Behaviour

The College has a [Positive Relationships and Behaviour Policy](#) which sets out how it promotes good behaviour amongst students and the sanctions to be adopted in the event of student misbehaviour.

12. Health and Safety

In accordance with its obligations under the Health and Safety at Work Act 1974, the College has a duty to ensure the health and safety of students and others affected by the College's operations, so far as is practicable which is detailed in its [Health and Safety Policy](#) and [Risk Assessment Policy.](#)

13. Reporting

When assessing risks to student welfare and well-being at the College, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to:

- Local Authority Children's Social Care
- the Police (including, in relation to those identified as being at risk of radicalisation);
- CAMHS;
- The Boarding Schools' Association;
- 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 College's Safeguarding and Child Protection Policy).

If a referral is made by someone other than the Designated Safeguarding Lead, the DSL should be informed of the referral as soon as possible. The College shall inform the applicable local authority in the appropriate circumstances of any student who is going to be added to or deleted from the College's admissions register.

14. Information Sharing

The College 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 College 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' (2018).

15. Record Keeping

The College 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 College's policies that apply to the retention and destruction of records, which includes the Data Protection Policy and Confidentiality Policy.

16. Monitoring and Reviewing

The Deputy Head Pastoral and Designated Safeguarding Lead will review any of the details of this policy considering any emerging trends with relevant staff so that it informs our dealings with students.

Appendix 1 – Guidance on student welfare risk assessments

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 College 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 work 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.

The SWRA form within Provision Maps is fully customisable by the user. The order of the boxes can be rearranged, and users can add their own custom fields to the form if required. **It is recommended that pastoral leaders see the boxes as a guide to help structure a Student Welfare Risk Assessment meeting.**

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. There should also be an identification of the trusted adult(s) or key supporter(s) of the student in terms of responding to concerns about their welfare. This could be from the students themselves, from parents/guardians, or from any members of staff.

Step 2: Decide who might be harmed and how

Identify individual students or groups who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions

Decide what to do about the risks. 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. Student, and where appropriate, parent voice should also contribute to the evaluation of risk and the determination of the precautions that are put into place.

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 student's welfare.

If the remaining risk is unacceptable then further controls must be identified to further reduce the risk.

Where further action is necessary then an action plan or safety plan should be included in the risk assessment, this 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 issue, how student(s) might be harmed and what arrangements the College has in place to control those risks.

Ratcliffe College utilises the Provision Map platform to record a student welfare risk assessment which can be cascaded through the Class Charts platform to staff.

This implementation may be further supported by meetings with key staff of a vulnerable student, such as their Head of Year, tutor and teachers, or by announcement at a staff briefing.

Step 5: Review your risk assessment and update if necessary

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

Step 6: Sharing with parents

It is possible within Provision Maps to share the SWRA on a confidential basis with parents. Users with appropriate access can create a unique invitation code that can be shared with parents, who will then be able to view the SWRA through parent access to Provision Maps. SWRAs are collaborative documents, and the DSL will be able to advise on whether a SWRA may be shared. Generally, it should be considered that the SWRA is a document which parents and, indeed, the student is active participants in.

Appendix 2 – Template

This is an example of what users see when creating a Student Welfare Risk Assessment on Provision Map.

Student Welfare Risk Assessment for ▓▓▓▓▓▓▓▓

Stage:

Date of birth:
▓▓▓▓▓

Gender:
Male

Pupil ID:

Tutor group:
▓▓▓

Year group:
▓▓▓

House:
Emery

Teacher:
Mr James Rainer

Date:
5/12/2024

Custom fields

Is there a separate action plan, safety plan, behaviour plan, or other welfare plan with which this Student Welfare Risk Assessment should be considered? If so, provide a link to this.

Remove

Three Houses - House of Good Things: 'What is going well?'

Remove

Three Houses - House of Dreams: 'What do you wish for?'

Remove

Three Houses - House of Fears: 'What do you worry about?'

Remove

add custom field

Pupil passport tiles

Trusted adult - the member of staff the student or a member of staff should contact first about this welfare concern

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

Relevant medical information

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

Relevant SEND information

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

What is the welfare issue? This is anything that may harm a student.

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

Who might be harmed and how? This may be the student concerned, other individual students, staff, groups, or others.

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

What is the frequency of this behaviour/concern?

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

Is there any power imbalance which would make this concern more likely to occur?

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

What measures are already in place, and who is responsible?

B I U ✎ 14▾ A ▾ 🖼 ☰ ☰ ☰▾

What further action is necessary, and who is responsible? Consider how effective these precautions are likely to be.

| B | I | U | | 14▾ | A ▾ | | | | ▾ |

Is there any remaining unacceptable risk? If so, further controls must be identified to further reduce the risk. Who is responsible for this?

| B | I | U | | 14▾ | A ▾ | | | | ▾ |

Student Voice - "You can help me by..."

| B | I | U | | 14▾ | A ▾ | | | | ▾ |

Student Voice - "These things may cause me a problem..." (i.e. triggers)

| B | I | U | | 14▾ | A ▾ | | | | ▾ |

Parent Voice

| B | I | U | | 14▾ | A ▾ | | | | ▾ |

Is there anything else which needs to be done to protect the student's welfare? Who is responsible for this?

| B | I | U | | 14▾ | A ▾ | | | | ▾ |

add text tile   add list tile

Parental involvement

☐ Allow parental communications
☐ Share **ALL active plans** (read only) with parents
☐ Share **ALL plan reviews** (read only) with parents
☐ Share **active Student Welfare Risk Assessment** (read only) with parents

This is an example of the SWRA form visible to staff through Class Charts and sharable with parents:

Student Welfare Risk Assessment - Ratcliffe College

Date of birth
Year group
Tutor group
House: Emery

Trusted adult - the member of staff the student or a member of staff should contact first about this welfare concern

Relevant medical information

Relevant SEND information

What is the welfare issue? This is anything that may harm a student.

Who might be harmed and how? This may be the student concerned, other individual students, staff, groups, or others.

What is the frequency of this behaviour/concern?

Is there any power imbalance which would make this concern more likely to occur?

What measures are already in place, and who is responsible?

What further action is necessary, and who is responsible? Consider how effective these precautions are likely to be.

Is there any remaining unacceptable risk? If so, further controls must be identified to further reduce the risk. Who is responsible for this?

Student Voice - "You can help me by..."

1/2

17

Student Voice - "These things may cause me a problem..." (i.e. triggers)

Parent Voice

Is there anything else which needs to be done to protect the student's welfare? Who is responsible for this?

Is there a separate action plan, safety plan, behaviour plan, or other welfare plan with which this Student Welfare Risk Assessment should be considered? If so, provide a link to this.: Test   Three Houses - House of Good Things: 'What is going well?': Test   Three Houses - House of Dreams: 'What do you wish for?': Test   Three Houses - House of Fears: 'What do you worry about?': Test

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