CHANNING SCHOOL

Risk Assessment Policy for Pupil Welfare

*This policy applies to the whole school including the
Early Years Foundation Stage (EYFS)*

Updated	Review Date	Version
September 2024	January 2025	24.3

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Approved by: Lindsey Hughes (Headmistress) and Dina Hamalis (Head of the Junior School)

Signed by: Board of Governors

Risk Assessment Policy for Pupil Welfare

This policy should be read in conjunction with the School's policies cited in section 8 of this policy

Contents

Appendices

1 Aims

1.1 This is the risk assessment policy for pupil welfare of Channing School (School).

1.2 The aims of this policy are as follows:

1.2.1 to reduce the likelihood that pupils are harmed through negligence, lack of foresight or proper planning by setting out the School's active approach to managing risk to pupil welfare;

1.2.2   to implement a framework for the identification and assessment of risk(s) to pupil wellbeing and a systematic approach to ensuring that appropriate action is taken to reduce the risks that are identified;

1.2.3   to promote 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 the School; and

1.2.5   to consider welfare issues in a wider context rather than analysing single behaviours in order to make informed decisions.

2   Scope and application

2.1   This policy applies to the whole School including the Early Years Foundation Stage (EYFS).

3   Regulatory framework

3.1   This policy has been prepared to meet the School's responsibilities under:

3.1.1   Education (Independent School Standards) Regulations 2014, in particular Part 3, paragraph 16 which requires the proprietor to ensure 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;2

3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, January 2024);

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989;

3.1.5 Childcare Act 2006;

3.1.6 Equality Act 2010;

3.1.7 Health and Safety at Work etc. Act 1974;

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

3.1.9 Regulatory Reform (Fire Safety) Order 2005.

3.2   This policy has regard to the following guidance and advice:

3.2.1   The Independent School Standards Guidance for independent schools (DfE, April 2019) in particular paragraphs 4.26 - 4.28;

3.2.2 Keeping children safe in education (DfE, September 2024) (KCSIE);

3.2.3 Working together to safeguard children (DfE, updated December 2023);

3.2.4 Revised Prevent duty guidance for England and Wales (HM Government, updated 2023);

3.2.5   Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);

3.3 Advice and Guidance: How can we stop prejudice-based bullying in schools? (Equality and Human Rights Commission);

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

3.3.2   Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, July 2019).

3.4   The School policies, procedures and resource materials that are relevant to this policy are set out under the heading "School policies". This Policy should be read in conjunction with those.

4   Publication and availability

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the School Office during the School day.

5   Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the Proprietor are references to the Board of Governors.

6   Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.1.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When/frequency of review
Approval of risk assessments	Headmistress, Bursar, Head of Junior School and Deputy Head	Ongoing, as completed
Keeping the policy up to date	Compliance Manager	As required, and at least

and compliant with the law and best practice		termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	Head of Junior School, Deputy Head, Assistant Heads, Deputy Head of the Junior School, Head of Key Stages in the Junior School	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	Deputy Head of the Junior School, Head of EYFS and KS1, Head of KS2, Assistant Heads	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Heads of Year/Key Stage	As required, and at least termly Records are kept on the Safeguarding Software (CPOMS)
Formal annual review	Proprietor	Annually

7   Pupil welfare

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

7.1.1 to promote a child centred and co-ordinated approach to safeguard pupils' welfare;

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

7.1.3   to identify children who may benefit from early help, those who may be in need and / or those suffering, or likely to suffer, harm;

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

7.1.5 to recognise that corporal punishment can never be justified;

7.1.6   to provide pupils with appropriate education, training and recreation to keep themselves safe and well, including PSHE Education and Relationships and Sex Education;

7.1.7 to encourage pupils to report concerns and to contribute to society;

7.1.8   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;

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

7.1.10   to promote a whole school approach to online safety and to protect pupils from the risks arising from the use of technology;

7.1.11   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

7.1.12   consult with stakeholders about issues of pupil welfare and ensure that appropriate training and support is provided to pupils and to parents.

7.2   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 of 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.

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

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

7.3.2 a pupil's developmental needs;

7.3.3   their family circumstances;

7.3.4   the wider community context in which they are living;

7.3.5   wider contextual issues such as environmental and / or other extra-familial threats and / or new and emerging threats e.g. online threats.

7.4   The School addresses its commitment to these principles through prevention and protection measures.

7.5   Prevention: ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:

7.5.1   ensuring through training that all staff are aware of and committed to this policy and the values set out;

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

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

7.5.4   providing pupils with the confidence and a mechanism to raise any problems, concerns or complaints they may have;

7.5.5   providing support as soon as a problem emerges at any point in a child's life and taking appropriate action in accordance with the London Boroughs of Camden and Haringey Safeguarding Partners' referral threshold document or the other boroughs that pupils may reside in. The School will, in particular, be alert to signs of abuse and neglect, signs of serious violence and to the potential need for early help;

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

7.5.7   including in the curriculum, sport and recreation arrangements, activities and opportunities for personal, social, health and economic education (PSHE) and Relationships and Sex Education which equip pupils with skills to enable them to protect their own welfare and that of others.

7.6   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:

7.6.1   having a zero-tolerance attitude to abuse, maintaining an attitude of "it could happen here";

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

7.6.3   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) and by keeping appropriate records;

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

7.6.5   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;

7.6.6   being aware of changing or emerging threats to pupil welfare such as COVID-19, increased reports of child on child abuse or emerging online or technological issues.

7.7   The School recognises that pupil welfare and wellbeing can be adversely affected by many matters whether in or away from school, including abuse, bullying, violence and harassment, radicalisation, behavioural and health issues, including mental health issues.

8   School policies

8.1   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 pupil health, safety and welfare.

Policy	Overall responsibility for implementation of policy and authorisation of risk assessments
Safeguarding / child protection / children	Headmistress

missing education / staff code of conduct (Staff Handbook) / low level concerns / child on child abuse	Deputy Head Head of the Junior School Deputy Head of the Junior School
Anti-bullying	Headmistress Deputy Head Head of the Junior School Deputy Head of the Junior School
Attendance Policy	Headmistress Deputy Head Head of the Junior School Deputy Head of the Junior School
Behaviour and discipline / smoking, alcohol and the misuse of drugs and substances policy	Headmistress Deputy Head Head of the Junior School Deputy Head of the Junior School

Acceptable use policy for pupil	IT Manager Assistant Head, Director of Digital Learning and Technology Deputy Head Head of the Junior School Head of EY & KS1 Head of KS2 Deputy Head Academic of the Junior School
Online safety policy	IT Manager Assistant Head, Director of Digital Learning and Technology Deputy Head Head of the Junior School Deputy Head of the Junior School Deputy Head Academic of the Junior School
Health and safety / security policy	Facilities Manager Bursar
First aid policy	Senior Nurse Bursar
Administration of medicines / supporting pupils at school with medical conditions	Senior Nurse Bursar
Medical policy	Senior Nurse Bursar

Special educational needs and learning difficulties policy	SENCO Deputy Head Deputy Head Academic Head of the Junior School Deputy Head of the Junior School Deputy Head Academic of the Junior School
Accessibility plan	SENCO Bursar

Educational visits policy	Assistant Head Co-Curricular
	Assistant Head Co-Curricular of the Junior School
	Head of the Junior School
	Head of EY & KS1
	Head of KS2
	Bursar
Supervision of Pupils	Deputy Head
	Assistant Head Co-Curricular
	Head of the Junior School Deputy
	Head of the Junior School
	Head of EYFS and KS1
	Head of KS2
Visitors and security policy	HR Manager
	Bursar
Safer Recruitment Policy	HR Manager
	Bursar
Complaints Policy	Headmistress
	Bursar
	Deputy Head
	Head of the Junior School
Risk assessment for out of hours /out of term safeguarding arrangements	Deputy Head
	Head of the Junior School Deputy Head
	DSLs in both the Senior and Junior School

9   Risk assessment

9.1   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 in accordance with the School's relevant policies or procedures as detailed above. The assessment and actions identified will usually be recorded in writing and regularly monitored and reviewed.

9.2   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 care and safety plans (such as behaviour, healthcare and education plans, as appropriate). The individual risk is assessed and steps to mitigate are put into place (the attached risk assessment form at Appendix 2 can be used to achieve this, although typically the risk assessment will take the form of a summary of the discussion between professionals). The School also uses the Safeguarding software CPOMS to record the Safeguarding/Pastoral assessment for pupils who need them. These are reviewed at the weekly Safeguarding meetings in both the Junior and the Senior School. Regardless of the approach taken or form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

9.3   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 you can weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm. Typical risks and how the school may mitigate them have been identified in Appendix 3 which can be consulted to inform the individualised approach.

9.4   The risk assessment process is not intended to create huge 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. It may include creating a Care Plan to inform staff of the pupil's need, or a safety plan, which is designed to support the pupil themselves.

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

9.5.1   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;

9.5.2   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.

10   The steps to risk assessment

10.1 Step 1: Identify the issue

10.1.1 First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare or as a result of monitoring patterns or issues affecting pupils' welfare generally at school.

10.2 Step 2: Decide who might be harmed and how

10.2.1 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 1 to help identify risks and protective factors.

10.2.2 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.

10.3 Step 3: Evaluate the risks and decide on precautions

10.3.1 Decide what to do about the risks, how information should be shared and follow any procedures regarding the internal authorisation of suggested precautions.

10.3.2 Compare what you currently do 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 take into account any special requirements or protected characteristics.

10.4 Step 4: Relevant consultation (where required, permitted or appropriate)

10.4.1 Meet with the pupil, pupil's parent(s) or carer(s) or third party e.g. professional involved with the pupil to discuss the risks and wishes and feelings of the pupil if appropriate.

10.5 Step 5: Record your findings and implement them

10.5.1 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.

10.5.2 There is no prescribed format for this record but any record produced should be simple and focussed on control measures and the steps the School proposes to take to manage the risk. The School will record the risk assessment in the form set out in Appendix 2.

10.5.3 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.

10.6   Step 6: Review your risk assessment and reassess / update, if necessary

10.6.1 Assessment should be a dynamic process which analyses and responds to the changing nature and level of need and / or risk. You should review what you are doing for the pupils 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. This is particularly important when you are managing complex welfare issues, such as child on child abuse, where both pupils remain in school.

10.6.2 The information obtained through this process and the actions 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.

10.6.3 More guidance on risk assessment can be found in Appendix 1 and Appendix 2.

11   **Reporting and information-sharing**

11.1   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 regulatory bodies, including but not restricted to, children's social care, 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 Charity Commission.

11.2   The procedures for reporting safeguarding concerns are set out in the School's Safeguarding and Child Protection Policy and Procedures.

11.3   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.

11.4   In particular, 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.

11.5   The School monitors 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 School 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. For more information on attendance please refer to the School's Attendance Policy.

12 Training

12.1 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.

12.2 The level and frequency of training depends on the role of the individual member of staff and the need for them to complete risk assessments as part of their role.

12.3 The School maintains written records of all staff training.

13 Record keeping

13.1 The School will retain records of all welfare concerns, discussions and decisions made and the reasons for those decisions. This is likely to include the significant findings of relevant risk assessments.

13.2 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

13.3 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School uses 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.

14 Monitoring and review

14.1 Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly in order to ensure that pupil welfare issues are being appropriately managed,

and to ensure that any potential patterns are identified, including patterns of low level concerns, problematic or inappropriate behaviour.

Appendix 1 (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.

<u>**Child's developmental needs**</u>

Age and understanding: e.g. developmental stage, concerns about developmental delay

Health: e.g. physical health issue e.g. serious allergies / disability, mental health issue e.g. 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 e.g. failure to access medical attention, concerns about developmental delay.

Education: e.g. at risk of child on child abuse, exclusions, being missing from education (including for parts of the school day), frequent moves of school, behaviour record, SEND needs e.g. ASD, under / over achiever, poor home-school relationship.

Emotional and Behavioural development: e.g. display of extremist views, anti-social behaviour, illegal / offending behaviour, personality trait issues e.g. 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: e.g. gender, gender questioning, low self-esteem.

Family and Social relationships: e.g. 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: e.g. social problems, lack of friendship groups, child's online presence.

Self-care Skills: e.g. lack of care of appearance, lack of personal hygiene, unsuitable clothing.

Child's wishes and views: e.g. reporting to police, choice.

Family and environmental factors

Family History and Functioning: e.g. divorce, parental relationship tensions e.g. potential breakup / difficulties with step parent, domestic violence, single parent, absent parents, challenging sibling, Looked After Child, previous involvement with CSC, adopted child, privately fostered child, loss of significant adult, caring responsibilities, mental health issues.

Anti-social or criminal behaviour: eg: showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

Housing, Employment and Finance: e.g. loss of parental income / job, inappropriate housing, asylum seeker.

Family's Social Integration: e.g. lack of support networks, family socially excluded.

Community Resources: e.g. negativity towards family, non-engagement with services.

Parents and Carers

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

Guidance, Boundaries and Stimulation: e.g. boundaries unclear / not enforced, parents involved with criminal activity.

Appendix 2   Example template risk assessment

Concern / welfare issue:

Person(s) who may be relevant to the concern:

Person(s) consulted for the purposes of the risk assessment:

Other organisations to be contacted:

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 complet ed?	Review date By Whom? Comments

Risk assessment undertaken by: Date:

Authorised by

Signed: Date:

Review date:

Appendix 3: Generic Safeguarding Risks Assessment

The following highlights generically the safeguarding issues we encounter at Channing. Each headline has typically associated risks and methods of mitigation. These can be helpful in assessing the risks as well as mitigating in individual cases, however, it is important to stress that this document should not be used exclusively without due regard to the individual circumstances of the case. Importantly, this document should be used as an addition to the Safeguarding policy.

Headline	Typical risks associated with this headline	Typical ways to mitigate
Self-Harm	• Physical injury: Self-harm can range from minor cuts and scratches to life-threatening injuries. • Infection: Open wounds are susceptible to infection, which can lead to serious health complications. • Escalation: Self-harm can become a coping mechanism that individuals rely on more heavily over time. • Suicide: Self-harm is a significant risk factor for suicide, especially when combined with other risk factors.	• Educate staff and students: Raise awareness about self-harm, its signs and symptoms, and how to seek help. • Create a supportive environment: Foster a school culture where students feel comfortable talking about their struggles and seeking help. • Train staff in identifying and responding to signs of self-harm: Provide staff with the knowledge and skills to identify potential self-harm and intervene effectively. • Develop clear referral pathways: Ensure staff know how to refer students to appropriate mental health resources.
Suicidal Ideation	• Suicide attempt: Suicidal ideation is a strong predictor of suicide attempts. • Social isolation: Students with suicidal thoughts may withdraw from social interactions, increasing their risk. • Academic decline: Suicidal ideation can interfere with concentration and	• Open communication: Encourage students to talk about their feelings and challenges without fear of judgement. • Reduce stigma: Address the stigma surrounding mental health and suicide to encourage help-seeking behavior. • Promote help-seeking resources: Make

	motivation, impacting academic performance. ● Substance abuse: Individuals struggling with suicidal thoughts may turn to drugs or alcohol as a coping mechanism, further exacerbating their problems.	information about mental health resources readily available and accessible to students. ● Implement suicide prevention protocols: Develop clear procedures for identifying and responding to students at risk of suicide.
Disordered Eating	● Physical health complications: Eating disorders can lead to malnutrition, dehydration, electrolyte imbalances, organ damage, and even death. ● Mental health problems: Eating disorders are often accompanied by anxiety, depression, and low self-esteem. ● Social isolation: Individuals with eating disorders may withdraw from social activities due to body image concerns or fear of judgement. ● Academic decline: Eating disorders can disrupt eating patterns and sleep, impacting concentration and academic performance.	● Promote healthy body image: Counteract unrealistic beauty standards and encourage students to appreciate their bodies for their function and capabilities. ● Educate staff and students: Provide information about eating disorders, their warning signs, and the importance of early intervention. ● Develop supportive policies: Implement policies that promote healthy eating habits and discourage body shaming or restrictive dieting. ● Provide access to mental health resources: Ensure students have access to confidential and qualified support for eating disorders.
Unstable Home Life	● Emotional distress: Frequent conflict, neglect, or other problems at home can cause anxiety, depression, and low self-esteem in children. ● Academic disruptions: Difficulty concentrating, completing homework, or	● Early identification: Train staff to recognize signs of unstable home life and implement confidential reporting procedures. ● Building supportive relationships: Provide safe spaces for students to connect with caring adults at school.

	- attending school regularly. - Behavioural problems: Acting out or withdrawing from social interactions. - Increased vulnerability to external influences: Children may seek acceptance or attention from negative peer groups.	- Connecting families to resources: Offer guidance on accessing community support services like family counselling or housing assistance. - Promoting resilience: Foster social-emotional learning skills like emotional regulation, communication, and problem-solving.
Sexual Assault	- Trauma and psychological distress: PTSD, depression, anxiety, and difficulty trusting others. - Physical health problems: Sleep disturbances, eating disorders, and self-harm behaviours. - Academic decline: Difficulty concentrating and attending school. - Social isolation: Feeling stigmatised or withdrawing from social interactions.	- Creating a safe and supportive environment: Ensure all students feel respected and have access to confidential support. - Providing trauma-informed care: Train staff on how to interact with survivors with sensitivity and understanding. - Connecting students to specialised resources: Partner with mental health professionals and victim advocacy organisations. - Promoting awareness and prevention: Implement age-appropriate programs on healthy relationships, consent, and bystander intervention.

Radicalisation	- Vulnerability to extremist ideologies: Students feeling isolated, disenfranchised, or searching for belonging may be drawn to extremist groups. - Exposure to harmful online content: Social media and online forums can be breeding grounds for radicalization. - Violent or discriminatory behaviour: Individuals influenced by extremist ideologies may become intolerant or aggressive towards others. - Engaging in illegal or harmful activities: Participation in protests, spreading hate speech, or even violence.	- Promoting critical thinking skills: Encourage students to question information critically and develop healthy scepticism. - Fostering a culture of inclusion and respect: Celebrate diversity and counter discriminatory biases. - Monitoring online activity: Implement responsible internet use policies and provide open communication about online safety. - Building connections and positive support systems: Help students find meaningful connections within the school community and positive role models.
Online Harm	- Cyberbullying and harassment: Exposure to online abuse, threats, or hateful messages can cause emotional distress and damage self-esteem. - Exposure to inappropriate content: Violent, graphic, or disturbing content online can be harmful, especially for younger students. - Addiction and excessive screen time: Spending excessive time online can interfere with sleep, relationships, and academic performance. - Privacy concerns and safety risks: Sharing personal information or interacting with	- Digital citizenship education: Teach students about responsible online behaviour, privacy settings, and critical evaluation of online information. - Cyberbullying prevention and intervention: Implement clear policies and procedures for reporting and addressing cyberbullying. - Promoting healthy online habits: Encourage balanced screen time, responsible social media use, and responsible online communication. - Providing support for affected students: Offer confidential counselling and support

		services for students experiencing online harm.
Substance Abuse	- Physical and mental health problems: Addiction can lead to organ damage, cognitive decline, mental health struggles like depression and anxiety. - Academic decline: Difficulties concentrating, attending school, and completing assignments. - Risky behaviour: Increased likelihood of accidents, injuries, and involvement in criminal activity. - Social isolation and legal consequences: Negative impact on relationships and possible legal trouble due to substance use.	- Early intervention and prevention: Implement substance abuse awareness programs and provide access to confidential support services. - Building positive peer relationships: Encourage healthy choices and social activities that reinforce positive reinforcement. - Addressing underlying issues: Provide support for students struggling with mental health problems or personal challenges that may contribute to substance use. - Connecting students to treatment resources: Collaborate with community addiction treatment programs and mental health professionals.
Absence from Education	- Academic setbacks: Missed classes and assignments can lead to learning gaps and difficulties catching up. - Social isolation: Missing out on peer interactions and school activities can impact social development and mental well-being. - Increased vulnerability to other risks: Students who are out of school may be exposed to more negative influences and	- Investigate underlying reasons: Understand the reasons behind absences and provide support accordingly. This could include addressing health issues, bullying concerns, or family challenges. - Implement flexible learning options: Offer catch-up programs, online learning resources, or individualised support to help students stay on track. - Maintain communication and connections:

	risk engaging in risky behaviours. • Loss of motivation and engagement: Frequent absences can make it harder to stay motivated and engaged in schoolwork. • Difficulty transitioning back to school: Reintegrating into school routines and social circles can be challenging after prolonged absences.	Regularly check in with absent students, offer emotional support, and encourage them to stay connected with their classmates and teachers. • Promote school attendance: Implement positive reinforcement systems and highlight the importance of regular attendance for academic success and future opportunities.
Poor Mental Health	• Difficulty coping with academic and social challenges: Mental health struggles can affect concentration, motivation, and social interactions. • Increased risk of self-harm or suicidal ideation: Individuals experiencing severe mental health problems may be at increased risk of self-harm or suicide. • Substance abuse as a coping mechanism: Students may turn to substances as a way to self-medicate or numb emotional distress. • Negative impact on relationships and overall well-being: Poor mental health can strain relationships with family, friends, and teachers.	• Promote mental health awareness and education: Normalise conversations about mental health and encourage students to seek help when needed. • Provide access to mental health resources: Ensure students have access to confidential counselling services, both within and outside the school. • Implement mental health support programs: Offer programs that teach coping skills, stress management techniques, and emotional regulation strategies. • Create a supportive school environment: Foster a culture of empathy, understanding, and respect for students' mental well-being.
School Anxiety	• Academic decline: Anxiety can interfere with concentration, test-taking, and	• Identify and address underlying causes: Understand the triggers and sources of

	overall academic performance. ● Physical health problems: Anxiety can manifest in physical symptoms like headaches, stomachaches, and difficulty sleeping. ● Avoidance behaviours: Students may avoid situations that trigger anxiety, such as attending classes or participating in social activities. ● Social isolation and withdrawal: Anxiety can make it difficult to connect with others and participate in school life.	anxiety and provide support accordingly. This may include academic support, social skills training, or individual counselling. ● Teach coping skills and relaxation techniques: Equip students with tools and strategies to manage anxiety, such as deep breathing, mindfulness exercises, and positive self-talk. ● Promote open communication and support: Encourage students to talk about their anxiety with trusted adults at school and provide access to confidential support services. ● Create a safe and predictable learning environment: Establish clear routines, expectations, and support systems to help students feel secure and comfortable at school.
Physical Harm	● Direct injuries: Bruises, cuts, burns, fractures, or other visible signs of physical abuse. ● Unexplained injuries: Injuries inconsistent with a child's explanation or age. ● Delayed medical care: Untreated injuries or illnesses that suggest fear of seeking help. ● Behavioural changes: Aggression, withdrawal, fear, or difficulty sleeping.	● Train staff in recognizing signs of physical harm: Provide clear guidelines and procedures for reporting suspected abuse. ● Create a safe and trusting environment: Encourage students to talk about their experiences without fear of judgement. ● Maintain open communication with parents or guardians: Regularly discuss students' well-being and address any concerns promptly. ● Develop clear referral pathways: Ensure staff know how to connect students with appropriate support services like child

		protection agencies or mental health professionals.
Neglect	- Inadequate food or nutrition: Malnutrition, fatigue, and difficulty concentrating. - Unhygienic conditions: Lack of clean clothes, poor personal hygiene, or unsanitary living environment. - Inadequate physical and emotional care: Failure to provide basic needs like shelter, warmth, and emotional support. - Developmental delays: Delayed physical, emotional, or social development due to lack of appropriate care.	- Observe students' well-being: Monitor for signs of neglect, such as fatigue, hunger, or lack of appropriate clothing. - Build trusting relationships with students: Provide opportunities for students to confide in trusted adults at school. - Work with families to address underlying issues: Offer support and resources to families facing challenges, such as housing instability or financial difficulties. - Connect students with additional support services: Collaborate with social services or community organisations to provide necessary care and assistance.
Child on child	- Physical harm: This could range from minor injuries to serious ones inflicted through hitting, kicking, pushing, or using objects. - Emotional and psychological harm: Bullying, harassment, threats, and intimidation can cause anxiety, depression, low self-esteem, and social isolation. - Sexual abuse: Sexual contact or inappropriate behavior between children can have devastating consequences for the victim, even if non-consensual acts haven't occurred.	- Promoting a safe and inclusive school environment: Foster a culture of respect, kindness, and zero tolerance for bullying or abuse. - Open communication and education: Teach children about healthy relationships, consent, and recognizing inappropriate behaviour. - Early intervention and reporting: Train staff to identify signs of child-on-child abuse and provide clear reporting procedures. - Building strong support systems: Create a

	- Cyberbullying: Online harassment and abuse can be pervasive and amplify the harmful effects of child-on-child abuse. - Copycat behaviour: Witnessing or experiencing abuse can increase the risk of children perpetrating it on others.	safe space for children to confide in trusted adults without fear of judgement. - Addressing underlying issues: Provide support and resources to address personal challenges that may contribute to abusive behaviour. - Cyberbullying prevention and intervention: Implement responsible internet use policies and monitor online activity for signs of cyberbullying. - Professional support: Collaborate with mental health professionals to provide counselling and support for both victims and perpetrators.