

Title: Pupil Welfare Policy		Policy Lead: SGE	Pages: [8]
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## Stoke College Pupil Welfare Policy (Day and Boarding)

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### 1. Introduction

- 1.1. Stoke College promotes the welfare of children through the provision of a safe and supportive environment in which all pupils and students can flourish. This policy describes how the College works to achieve and maintain these outcomes, how it monitors incidents and situations which could diminish a child's welfare and how it responds to improve the welfare of pupils.
- 1.2. It is drawn up and implemented in accordance with the Education (Independent School Standards) Regulations Sept 2015 (Paragraph 7a and 8a,b) (the ISSRs) and in particular in relation to Part 3 Paragraph 7a, Paragraph 8a and Part 8 Paragraph 34c

### 2. Responsibilities

- 2.1. All staff have a responsibility for the safeguarding and promoting pupil welfare and well-being at the School with oversight maintained by the Board of Governors.
- 2.2. This policy should be read in conjunction with the A06 Safeguarding Policy.
- 2.3. All staff are responsible for carrying out of risk assessments in relation to the specific matters of pupil health, safety and welfare. The relevant Assistant Head and Designated Safeguarding lead can be called upon for advice in this process.
- 2.4. The Bursary has an overview of risk assessments carried out in relation to all land, buildings and facilities on campus and all activities pertaining to the non-teaching staff.
- 2.5. At an operational level, the Head, Assistant Heads and the Head of Boarding, in coordination with form tutors and class teachers will;
  - 2.5.1. Ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;
  - 2.5.2. Ensure that staff have clearly established roles and responsibilities regarding safeguarding;
  - 2.5.3. Ensure that staff are appropriately trained to deal with pupil welfare issues;
  - 2.5.4. Ensure that, where concerns about a pupil's welfare are identified, they are recorded using a **school recording form for safeguarding concerns** (Appendix 1); Day to day concerns should be recorded on Wellbeing Manager. If a member of staff is in doubt whether a concern is of sufficient seriousness to require the completion of a **recording form for safeguarding concerns**, they should consult their line manager. Senior staff, on reviewing Wellbeing Manager, may ask a member of staff to complete a safeguarding form if the situation is deemed sufficiently serious.
  - 2.5.5. Ensure that on a case by case basis risks are appropriately managed through, if required, the completion of a Pupil Welfare Plan (Appendix 2);

- 2.5.6. The requirement for a Pupil Welfare Plan, or other action, will be established through following the Stoke College Child Protection and Welfare Concern Flow Chart (Appendix 3);
- 2.5.7. Ensure that staff, pupils, parents and external agencies are consulted, where appropriate, to find practical solutions to welfare issues;
- 2.5.8. Ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.
- 2.5.9. Logs are kept of the following:
  - Pastoral Concerns: Assistant Heads (SLT office)
  - Physical Restraint (Bond Book, Safe, SLT office)
  - Bullying: Assistant Heads (SLT office)
  - Online safety incidents (pupils): Assistant Heads (SLT office)
  - Allegations and incidents involving safeguarding of pupils: DSL
  - Parent Concerns and Informal Complaints: Assistant Heads (SLT office)  
*(Teachers dealing with first stage concerns keep record, using professional judgment to decide whether matter needs to be informed to or escalated to Deputy Head)*
  - Formal Complaints: Head
  - Pupil Sanctions: Assistant Heads (SLT office)
  - Fixed term and Permanent Exclusions: Head
  - Internal exclusion: Assistant Heads (SLT office)
  - Health & safety checks, fire drills and evacuations, accidents and near misses: Bursar.

### 3. Pupil welfare

3.1. All staff at Stoke College recognise their responsibility to safeguard and promote the welfare of pupils in their care. This responsibility encompasses the following principles:

- 3.1.1. To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
- 3.1.2. To protect pupils from harm and neglect;
- 3.1.3. To recognise that corporal punishment can never be justified;
- 3.1.4. To provide pupils with appropriate education, training and recreation;
- 3.1.5. To encourage pupils to contribute to society;
- 3.1.6. To ensure that pupils are provided with a safe and healthy environment (and to work within its means to develop the physical environment of the School in order to improve its provision for disabled pupils) (see A15 Accessibility Policy and A01 Equal Opportunities Policy);
- 3.1.7. To manage welfare concerns effectively.

3.2. The School addresses its commitment to these principles through:

- 3.2.1. Prevention -
  - Ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:
  - Ensuring through training that all staff are aware of and committed to these policies and the values set out;
  - Establishing a positive, supportive and secure environment in which pupils can learn and develop;
  - Including in the curriculum, activities and opportunities for Wellbeing which equip

pupils with skills to enable them to protect their own welfare and that of others;  
Providing pastoral support that is accessible and available to all pupils.

#### 3.2.2. 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:  
Sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;  
Monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to welfare plans for those pupils.

### 4. Pupil Welfare Reports

- 4.1. The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, behavioural and health issues.
- 4.2. Where a concern about a pupil's welfare is identified, it should be referred using the welfare flow chart (Appendix 3). The risks to that pupil's welfare will be assessed, appropriate action will be taken to reduce the risks identified and this will be recorded and then regularly monitored and reviewed.
- 4.3. The format of risk assessment as to pupil welfare may vary and may be included as part of the School's overall response to a welfare issue or using the attached Pupil Welfare Plan (Appendix 2). Regardless of the form used, the School's approach will be systematic with a view to promoting pupil welfare and will run through the stages identified in Appendix 3.
- 4.4. The information obtained through this process and the action agreed will then 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.
- 4.5. Copies of a pupil's Welfare Plan will be lodged with the pupil's form teacher, relevant Assistant Head, Designated Safeguarding Lead and where relevant, Head of Boarding. Assessments relating to individual pupils will be help in their pupil record file or safeguarding file, as appropriate.

### 5. Safeguarding/Child Protection

- 5.1. Full details of the School's safeguarding procedures are set out in the A6 Safeguarding policy.

### 6. Anti-Bullying

- 6.1. The School has written Anti-Bullying and E-Safety policies which cover the School's approach to the management of bullying and cyber bullying.

### 7. Behaviour

- 7.1. The School has a written Behaviour Policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

### 8. Equality

- 8.1. The School also has an Equality Policy which contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.

9. Health and Safety

- 9.1. The School has a Health and Safety Policy pertaining to the health, safety and welfare of all staff and pupils.

Appendix 1 **school recording form for safeguarding concerns**

(Must be hand-written)

<b>Name of student/ person making the disclosure or that you are concerned about</b>	<b>Child's date of birth</b>	<b>Tutor Group/ Form/Class</b>	<b>Your name (and position in school)</b>

**Nature of Concern/Disclosure**

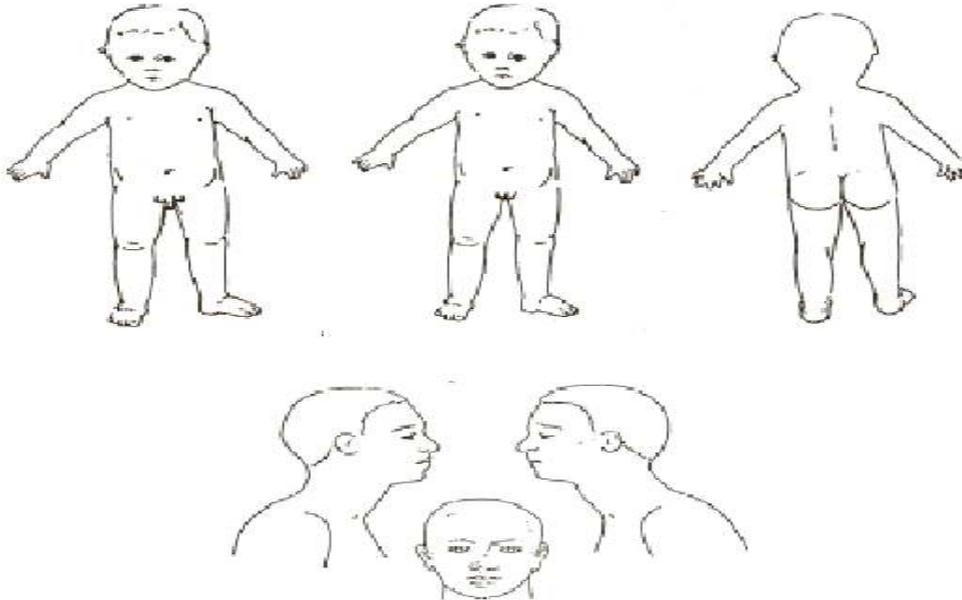
**(Remember to only record fact DO NOT add your own opinion)**

<b>Was there an injury?</b>	Yes	No	<b>Did you see it?</b>	Yes	No
<b>Describe the injury:</b>					
<b>Have you filled in a body plan to show where the injury is and its approximate size?</b>			Yes	No	
<b>Was anyone else with you?</b>	Yes	No	<b>Who?</b>		
<b>Where were you?</b>					
<b>Has this happened before?</b>	Yes	No			
<b>Did you report the previous incident?</b>	Yes	No	<b>To Whom?</b>	<b>Date:</b>	
<b>Is the safeguarding concern enabled or dependant on the internet</b>				Yes*	No
<b>*If yes, discuss this with your e-safety Lead, follow the e-safety reporting flow chart and ensure that this is recorded on the e-safety Lead's log.</b>					
<b>Who are you passing this information on to?</b>	DSL	Senior Leader	LADO	Police	Customer First

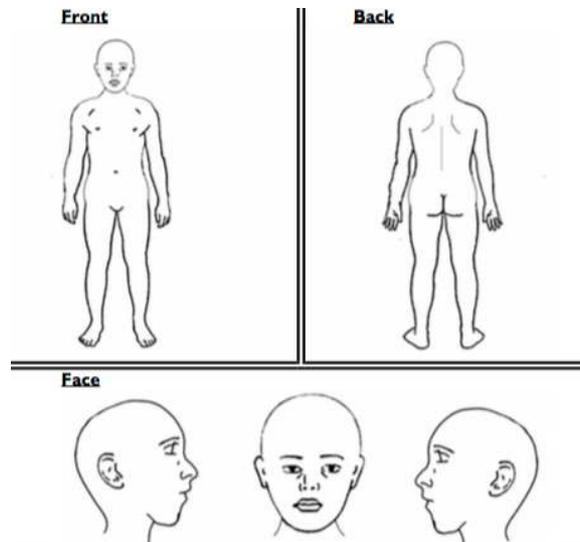


Please give details including their name and contact number:		
Name:	Time:	Date:
Your Signature:		Date:
Print Name:		
For use by DSL only: Summary of Action Taken:		Date and Time received:
Referred to:	Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/> Log ref number:	Date and time completed :

**Example body map: Age 5 and under**



**Example body map: Age 5 and over**





Appendix 2

**Pupil Welfare Plan - Confidential**

Child's name \_\_\_\_\_

Group/Class/Form \_\_\_\_\_

Date of Birth \_\_\_\_\_

Outline of welfare problem \_\_\_\_\_

Member(s) of staff responsible \_\_\_\_\_

Date \_\_\_\_\_

Review date \_\_\_\_\_

**CONTACT INFORMATION**

**Family contact 1**

**Family contact 2**

Name		Name	
Relationship		Relationship	
Home phone		Home phone	
Mobile phone		Mobile phone	

Describe needs and give details of child's behavioural 'symptoms'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General care requirements

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What things (dates, activities etc) might constitute an 'emergency' for the child

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What action is to be taken in the event of a problem?

\_\_\_\_\_

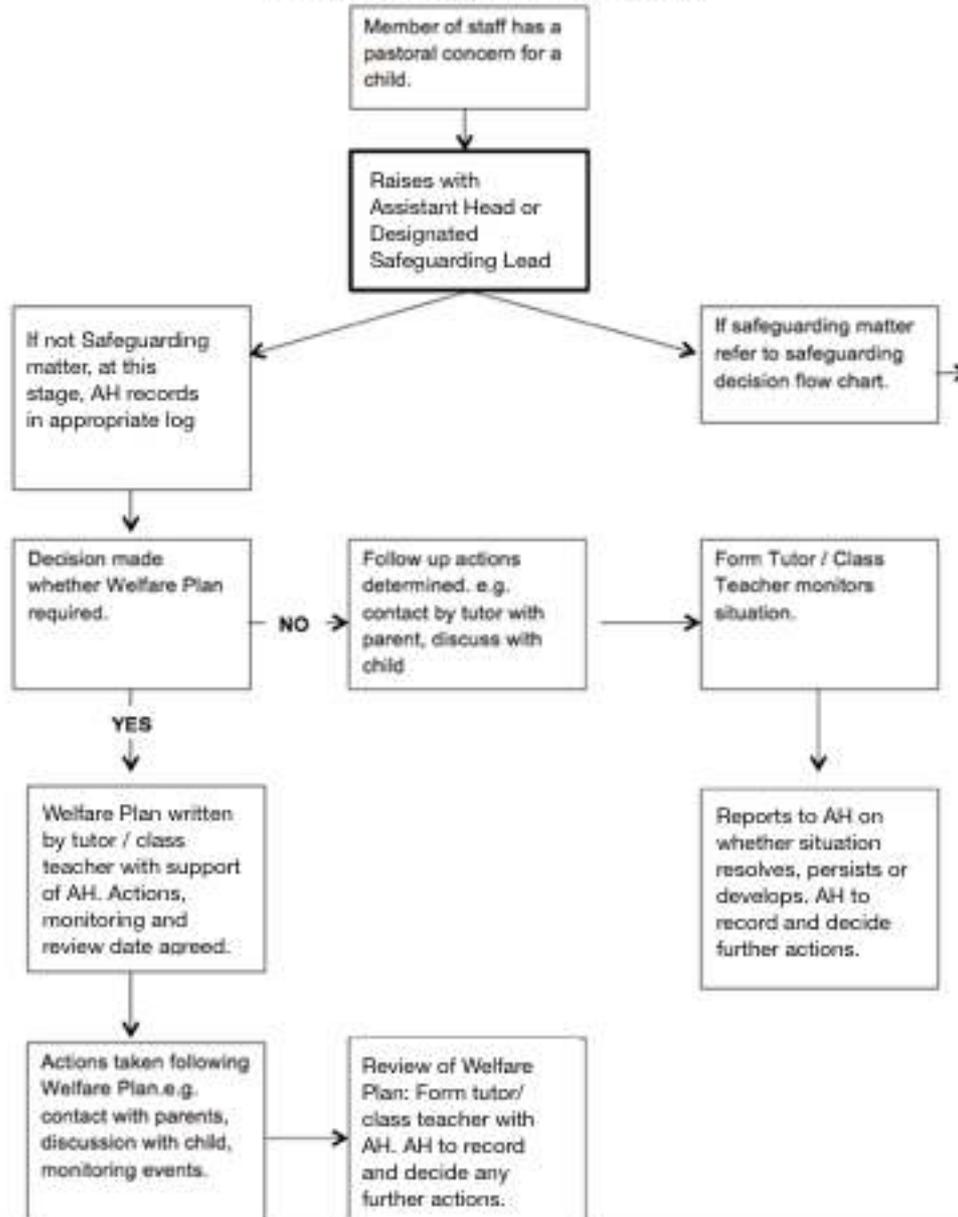
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\_\_\_\_\_



Appendix 3

**Stoke College Welfare Concern Flowchart**



**Stoke College Child protection & Safeguarding referral flowchart**

