

## SCHOOL POLICY ON EDUCATIONAL RISK POLICY

*This procedure will be brought to the attention of staff at least once a year.*

<b>Approval Authority</b>	 Principal	<b>Date of Issue</b>	Jan,2026	<b>Reviewed</b>	March, 2027
<b>Responsible Personnel</b>	School Counselor				
<b>Responsible Office</b>	Inclusion Team	<b>Available</b>	School Website, Principal's office		

PHSS is committed to supporting all students so that every child can make progress and achieve their full potential. The school follows a clear process to identify and support students who may be at educational risk.

Process:

1. Identifying students at educational risk
2. Planning suitable support and interventions
3. Monitoring and reviewing progress

**Definitions:**

Student At-Risk A student whose academic performance, emotional wellbeing, or behaviour indicates a higher likelihood of disengagement, failure, or dropping out. Educational Risk, is a condition in which a student is likely to experience delayed academic progress, reduced school engagement, or risk of drop-out due to one or more contributing factors such as low achievement, chronic absenteeism, behavioral challenges, health conditions, grade retention, or adverse life circumstances.

**Identification of Students at Educational Risk:**

Students may be identified based on concerns related to:

- Academic performance end of year less than 50%.
- Attendance less than 60%
- Wellbeing and emotional health
- Behavior.
- Additional learning needs
- Family or personal circumstances
- Educational, medical, or welfare reports (with parent consent)
- Language difficulties
- Limited parental engagement
- Frequent school transfers
- Referrals from teachers, parents, or students

All information is confidential and shared only on a need-to-know basis.

**Support and Interventions (Tiered Model):**

Tier 1 – Universal Support:

High-quality classroom teaching for all students. Progress is monitored regularly.

Tier 2 – Targeted Support:

Small group interventions and focused support for students needing extra help.

Tier 3 – Intensive Support:

Individualized and specialized support. External professionals may be involved.

**Intervention Team:**

- School Leadership
- Head of Inclusion / SEN Coordinator
- School Counsellor
- Subject Teachers
- Other trained staff as needed

**Monitoring and Review:**

- Regular assessment and review of student progress
- Updates to IEPs and support plans if needed
- Communication with parents
- Secure digital record keeping

**Roles and Responsibilities:**

School Leadership:

Ensure policy implementation and provide resources.

Middle Leaders:

Support teachers and help analyse student data.

Teachers:

Provide quality teaching, refer students, adapt lessons, and communicate with parents.

**Policy Review:**

This policy will be reviewed every 5 years or earlier if required.