

Child-on-child abuse Risk Assessment

Safeguarding Leadership

Role	Name	Contact Details including Tel and email
Principal	H.Sharpe	Hsharpe@boothwoodacademy.co.uk
Safeguarding Lead on the Academic Scrutiny Committee (ASC)	B.Bambrough	BBambrough@DretGovernor.co.uk
Designated Safeguarding Lead (DSL)	H.Sharpe	Hsharpe@boothwoodacademy.co.uk
Deputy Designated Safeguarding Lead (DDSL)	A.Hall C.Morley J Christie	Ahall@boothwoodacademy.co.uk Cmorley3@boothwoodacademy.co.uk Jchristie@boothwoodacademy.co.uk
Pastoral Lead	C.Morley	Cmorley3@boothwoodacademy.co.uk

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments
14.03.25	HS AH	Risk assessment created
21.9.26	HS	RA reviewed



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Requirement	Potential weaknesses causing hazard	Existing Controls	Likelihood	Action to reduce likelihood	Owner	Deadline (DD/MM/YYYY)	Risk Rating
Need for the school to have single point of contact for staff to raise concerns, gain advice or report an issue	Staff must know of their responsibilities in reporting issues Staff must clearly report or monitor child on child abuse	DSLs are the single point of contact. The Head is the DSL and oversees the pastoral team at the academy. The pastoral are non-teaching staff and build up relationships with children based on need. If the DSL is not available, DDSLs are always on site for direct contact. The Academy have integrated Smoothwall Safeguard Software to report and monitor all safeguarding concerns. All reports of child-on-child abuse should be reported through this and logged on Bromcom. Staff across the school are accustomed to using this. The ongoing monitoring of child-on-child abuse, such as bullying, sexual abuse and harassment takes place in	1	All training is given to staff on their induction to the school around safeguarding and appropriate use of Safeguard. All students will be engaging in targeted learning days, where a particular focus will be on online safety and bullying. PSHE sessions will focus on healthy relationships and online safety. Additional PD sessions to be given to pupils that are being	DSL SLT team DDSLs	Ongoing as new starters join the academy.	2



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		weekly DSL meetings – which allows the academy to record and analyse data and trends for child- on-child abuse Current and historical concerns have been raised through Cpoms and Cpoms blue forms around child- on-child abuse. A small amount of C-o-C abuse at the academy is around being unkind in actions and excluding others who maybe vulnerable due to age or stage or SEND.		supported by early help.			
Leadership	Leaders within the organisation must be aware of the changes to Keeping Children Safe in Education (KCSIE) and the changes to the guidance regarding child-on-child abuse.	All staff at the academy have read and understood the KCSIE updates, which specifically references changes to child on child (previously known as peer-on-peer). All staff received an annual Safeguarding update delivered by the DSL. Any instance of childon- child abuse	1	Safeguarding updates to go out to staff on a regular basis. Key themes such as Child on child abuse to be a priority. DSL reports to the Regional Director, Head of safeguarding & governors through the confidential	DL SLT DDSLs and the pastoral team.	Ongoing – throughout the year and for new staff.	2



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	Leaders must be able to demonstrate a commitment to tackling and addressing child-on-child abuse through relevant policy and procedure. Leaders must create an environment that is safe for all pupils and staff.	is investigated thoroughly by the DSL. SLT/DSL will meet with all students involved to take detailed formal statements. A clear disciplinary process is in place within the school and all children are regularly reminded of this. Child on child abuse would result in consequences that could include a suspension. This would depend on the nature of the child-on-child abuse and the impact to the safety of the victim and other learners. A clear process is in place regarding implementing Safety Plans for students at risk of child-on-child abuse or have been reported to perpetrate harm. Clear expectations around behaviour and ethos are demonstrated to learners through our behaviour policy. This policy is available to students and		return and governors safeguarding reports re: analysis of HSB and the school's support for these pupils. Pastoral staff to be trained on specific intervention work around Harmful Sexual Behaviour (i.e Brooks Traffic Light Toolkit)			
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		parents to review on the academy website.					
Local Issues	Leaders must be aware of contextual local issues regarding child-on-child abuse and how this may affect learners in the classroom. Staff must be able to confidentially gather information or intelligence related to a local grooming or abuse concerns.	Information regarding contextual local risks is developed through partnership working with Leicestershire Social Care, Local Early Help coordinators and Local Police teams. These concerns are then shared with the pastoral team as appropriate. Where intelligence related to a particular learner, this information will be reported on Safeguard. Contextual issues related to child-on-child abuse and other safeguarding themes within the community are reflected in the academy Safeguarding Appendix Local agencies have reported concerns around exploitation and county lines in the local area, in particular the local park . Effective partnership working is in	1	DSL and DDSL to continue to engage in any available DSL networks, or local partnership information sharing platforms.	DSL and EG SLT team and DDSLs	Ongoing	2



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		place with agencies such as 'The Hut'.					
Partnership	The organisation must establish effective partnerships with organisations such as the Local Authority, Police Social Care, and other local groups. The organisation must be fully aware of issues in the area and risk posed to children.	The academy has clear and effective working relationships with the local authority and statutory services. The DSL and DDSL regularly complete referrals to appropriate services and continually develop those professional relationships to escalate concerns and identify support. Key contacts have been provided for the local police neighborhood team serving Corby. These are recorded in the safeguarding appendix The academy has forged valuable relationships with local community services share valuable insights into the community risks and emerging concerns	1	DSL and the pastoral led to regularly attend meetings and CPD provided by the Local Authority, Police Social Care, and other local groups. SLT team to regularly meet to discuss information shared and review the personal development and PSHE offer in response to this	DSL DDSLs Pastoral lead SLT team	Ongoing – regular points throughout the year	1



Engagement with Parents	Parents are not aware of child-on-child abuse, what this is and how this can be identified. Parents may dismiss behaviours or reports from learners due to a lack of knowledge around child-on-child abuse.	Where there are individual cases of child-on-child abuse, parents of both the alleged victim and alleged preparator are informed of the incident and actions taken by the school. If any child experiencing or perpetrating child on child abuse, may have a Safety Plan completed – which would include the parents. Parents will receive copies of the Safety Plans where appropriate, so they are aware of the mechanisms in place to address these issues. Parents with limited knowledge of child-on-child abuse are unlikely to identify early signs and concerns and report them to school for support.	1	Messaging and support to go to parents around online safety, C-o-C abuse to be developed. Where parents persistently do not engage in the support process for tackling harmful behaviours perpetrated by learners, an Early Help Assessment may be completed by the pastoral team	DSL DDSLs Pastoral lead	Ongoing – monitor and review half – termly. Discuss weekly in DSL meetings.	2
Pupil Voice	Children do not feel listened to or supported when they report an issue, and they are unsure who to	The academy has an embedded culture of active listening and student-centered practice. Students have an embedded ethos of being able to report concerns to a member of staff. Any instances of	1	Students to complete work around safely challenging bullying behaviors. Encourage the use of and monitor the worry	DSL DDSLs Class teachers SLT	Specific behavioral interventions Ongoing	2



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	raise concerns to. Pupils with protected characteristics (e.g LGBT,SEND) do not feel valued and supported within a school environment.	bullying or harassment can be discussed with the pastoral team or class teacher. The pastoral team also has a dedicated colleague who can arrange 1:1 wellbeing support sessions for students experiencing any form of harm. The academy actively promote inclusion through high behaviour and standards for students. The 'bullying logs' allow the academy to analyse if victims/perpetrators have SEND needs and whether the child-on child abuse is homophobic, racist, transphobic etc Students engage in a wide range of assemblies around key issues such as bullying, mental health, respect and kindness to others.		monsters around school. Enhance representations of pupils with protected characteristics around school (books in the library, representations on displays around the school etc.) Provide additional PSHE and PD lessons around protected characteristics in class where needed/ appropriate.	Pastoral lead	Weekly behaviour data reviews	
Staff Training	Staff must know and understand the academy's	Staff have an annual KCSIE update delivered by the DSL. Specific update around child-on- child abuse	1	Staff engage in annual safeguarding training for the whole	DSL SLT	September training days	2



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	policy and procedures. Staff must know how to recognise child and child abuse and how to prevent it and deal with it when it occurs Staff must be trained to identify risk factors for child-on-child abuse Staff must be trained to understand barriers to disclosure for children with protected characteristics.	delivered. Staff regularly report concerns on Safeguard in relation to child- on-child abuse or harmful sexual behaviour. Staff need regular training to ensure they are up to date with changes in documentation and policies.		staff team, with targeted or contextual training conducted throughout the year on training days. Regular updates to be provide to all staff at regular points throughout the year.	DDSLs Pastoral lead	Training days throughout the year	
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Culture and Ethos	Staff, pupils and parents must have a strong understanding of the school's culture and ethos. Pupils must trust the culture of zero tolerance of bullying and harassment. Pupils must feel safe in school; none should experience child-on-child abuse.	Termly newsletter with Safeguarding focus. Whole school assemblies Meeting with staff and parents Jigsaw and Stay Safe partnership courses Anti-bullying week Poster competitions	1	Meeting with parents regularly Reviewing policy Pupil voice to see the effectiveness of initiatives in school	HS	Ongoing	2
Curriculum	Pupils have opportunity to discuss issues around themes related to child-	All learners will engage in a range of PHSE topics – with need and age-appropriate sessions delivered around online safety, youth produced sexual imagery, and		Senior leaders and SLT team to work closely with colleagues from across the trust to	DSL DDSLs	Ongoing – review regularly	2



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	on-child abuse (e.g, county lines, bullying, sexual harassment) Pupils must be given learning opportunities to imbed positive values and attitudes. Pupils must be aware of what constitutes bullying, sexual harassment or grooming.	exploitation. Children who are uninformed about potential risks to themselves or others are unable to make safe decisions. Students have engaged in a range of targeted by the Elsa, such as kindness workshops, “keeping your hands to yourself”. The school rules have changed to promote kindness.		regularly review and adapt the curriculum offer based on the needs of the pupils. PSCO and Simon Aston to come in and provide the pupils with workshops around keeping themselves safe in the community and online. Use the NSPCC Pantosaurus resources to teach the children about private areas	SLT Pastoral team		
STRATEGY OBJECTIVE FOUR: MONITORING							
Pastoral and Welfare Support	Risk assessments or safety plans must be in place when harm is occurring	Where allegations of abuse between two learners have taken place, each learner will be spoken to, and statements taken. A safety plan will be put in place for both learners and stored on Cpoms and shared	1	Behaviour lead and DSL to review data and Cpoms to plan any interventions and welfare support that is needed.	DSL DDSLs SLT	Ongoing and regular	2



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	between children. Pupils must be supported around concerns such as mental health, abuse or wellbeing concerns. Where pupils have been identified as demonstrating harmful behaviour, schools must be implementing appropriate support mechanisms.	amongst staff as appropriate. The DSL will ensure that any advice and guidance given by the Police or other external agencies is reflected into the safety plan. Students who are victims of any form of abuse, including child on child abuse will be referred in internal pastoral support from either class teachers or the pastoral team. They can also be referred to external agencies if appropriate. Students who are demonstrating forms of child-on-child abuse have been referred to Youth Justice Services. Students who are persistently harmful have engaged in targeted 1:1 support and intervention from the pastoral team to address this behaviour Students regularly access support from the pastoral team regarding harm they have experienced.		Promote physical and emotional well- being within school.	Pastoral team		
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Bullying and harassment	Signs and indicators of bullying and harassment must be identified and address at the early stages Pupils must feel confident in the academy's procedures to address bullying and that this will be challenged by staff. Low level bullying or "banter" must be identified, recorded and monitored.	All child-on-child abuse is reported on Cpoms and monitored by the DSL and DDSL. SLT will oversee any investigation around child-on-child abuse concern multiple students at school. All actions from investigations will be stored on Cpoms. All bullying is logged on Bromcom and on the child – on - child abuse log and on Cpoms. All bullying is logged on Bromcom and on the child – on – child abuse log for ongoing analysis and intervention.	1	Teach the children about bullying so that all stakeholders can understand and explain what bullying is – additional PD/ PSHE lessons. Collect regular pupil voice and use the red worry boxes around school to ensure children know who to talk to. Behaviour data to be reviewed weekly to put in action plans from.	Behaviour lead DDSLs DSL Pastoral team SLT	Ongoing and regular – weekly PSHE/ PD sessions throughout the year	2
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	Schools have robust strategy of managing or investigating reports of child-on-child abuse.						
Online Safety	Mechanisms are not in place to monitor and reduce incidents of online abuse. Pupils feel able to report online abuse that occurs outside of school hours. Staff, pupils and parents are informed of the online locations where harm can occur.	Online safeguarding concerns are dealt with in the same manner as other safeguarding concerns - Safeguard and DSL to investigate. The academy adheres to the DRET IT Acceptable use policy which demonstrates appropriate use of school technology. All devices are monitored by SENSO – Pupils use the internet and electronic devices regularly in school and at home. Often, pupils and parents/ carers are not aware of the dangers and	1	Online safety lead to have a thorough understanding of what the children are using in and out of school. Review Smoothwall weekly and record on Cpoms where appropriate. Plan pastoral interventions and additional support, where needed to address. Internet Safety Day to be promoted throughout school.	Online safety lead DSL DDSLs SLT Pastoral team Parents/ carers Outside agencies	Ongoing February 20242	2



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		protective measures that can be taken to support the pupils online.		Simon Aston workshops for pupils and parents.			
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Risk Rating			
Likelihood of occurrence For each issue/occurrence, determine the likelihood it will occur	High (3) Likely to occur sometime	Impact of Harm For each issue/occurrence, determine the potential impact of harm.	High (3) Causes physical or mental harm
	Medium (2) May occur sometime		Medium (2) Causes discomfort
	Low (1) Unlikely to occur		Low (1) Negligible