Child-on-child abuse Risk Assessment

Safeguarding Leadership

Role	Name	Contact Details including Tel and email
Principal	Sol Johnson	Sol Johnson SJohnson@weltonacademy.co.uk 01327 705053
Safeguarding Lead on the Academic Scrutiny Commitee (ASC)	John Edwards	jedwards1@dretgovernor.co.uk
Designated Safeguarding Lead (DSL)	Victoria Warren and Claire Glover (Newnham) Lizzy Gaffney and Natalie Blackham (Welton)	Victoria Warren VWarren@newnhamacademy.co.uk 01327 705053 Claire Glover CGlover@NewnhamAcademy.co.uk 01327 705053 Lizzy Gaffney Lgaffney@weltonacademy.co.uk 01327703177 Natalie Blackham Nblackham@weltonacademy.co.uk 01327703177
Deputy Designated Safeguarding Lead (DDSL)	Sol Johnson	Sol Johnson SJohnson@weltonacademy.co.uk
Pastoral Lead	Kristian Mead	KMead@NewnhamAcademy.co.uk 01327 705053

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments
Date when the risk assessment was first completed:	1. Victoria Warren and Sol Johnson 2. 3.	12/12/2022
Second review	1. All reviews must be undertaken by at least 2 people 2. 3.	Add the changes made to the risk assessment and where to find them 14/12/2024
New row for third review 21/01/2026	1. 2. 3.	

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	Absence of DSL in school. New employees.	DSLs are the single point of contact. Sol Johnson SJohnson@weltonacademy.co.uk Victoria Warren VWarren@newnhamacademy.co.uk Lizzy Gaffney Lgaffney@weltonacademy.co.uk Other employees trained as DSL's are; Natalie Blackham nblackham@weltonacademy.co.uk Claire Glover CGlover@NewnhamAcademy.co.uk Deborah Fahy DFahy@newnhamacademy.co.uk	In the likelihood that a DSL was absent, the schools would have up to 5 other members of staff trained as DSL's.	All training is given to staff on their induction to the school. All staff have access to polices on the school website. Keeping children safe in education 2025 (publishing.service.gov.uk) issued on training day. Registers are kept which staff sign once read. Visible posters of the DSL Team.	All staff monitored by SJ and VW and LG	Next review 09 2026	Low

		Visible posters of the DSL Team. Access to 'TED' information to support staff when a disclosure occurs. All staff members have a working login to Safeguard and have been trained how to use the platform.		Access to 'TED' information to support staff when a disclosure occurs. All staff members have a working login to Safeguard and have been trained how to use the platform. Regular refresh safeguarding training for all staff.			
Leadership	Leaders within the organisation not being aware of the changes to Keeping Children Safe in Education (KCSIE) and the changes	Leaders are aware of the KCSIE updates and how these impacts on child-on-child abuse. Leadership delivers annual safeguarding training to all staff including refresher sessions. KCSIE staff update posters are displayed around the school setting when released on the safeguarding network website.	Low- Reminders are placed in office and staff facilities of all changes to KCSIE updates.	Leaders are aware of the KCSIE updates and how these impacts on child-on-child abuse. Leadership delivers annual safeguarding training to all staff including refresher sessions.	SJ		Low

	to the guidance regarding child-on-child abuse. No policies and procedures, An environment that is safe for all pupils and staff.	The schools anti bullying policy includes child on child abuse. All behaviour events are logged on Bromcom and behaviour analysis is completed and monitored by SLT.		KCSIE staff update posters are displayed around the school setting when released on the safeguarding network website. The schools anti bullying policy includes child on child abuse. All behaviour events are logged on Bromcom and behaviour analysis is completed and monitored by SLT.			

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.	The schools have links with the local PCSO who delivers assemblies to the pupils. The schools also welcomes the local Fire Service yearly to deliver assemblies based on local issues e.g. water safety (Daventry lake) All information is recorded on safeguard. DSL's receive notifications of concerns being made. Staff members and DSL's can notify or include any relevant member of staff of their concern on safeguard. Should staff receive local intelligence such as local areas where harm has taken place this would be disseminated to parents via ClassDojo. Where appropriate pupils would be informed through whole school assembly.	The schools are in a village settings so leaders and staff have good relationships with the local community including the police and other agencies.		All staff		Medium

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 schools have links and effective partnerships with all local organisations. These can be found on the safeguarding appendix on the school website. The school welcomes the local PSCO and Fire Service yearly for whole school assemblies.	All staff have access to the local organisations.	The schools have links and effective partnerships with all local organisations. These can be found on the safeguarding appendix on the school website. The school welcomes the local PSCO and Fire Service yearly for whole school assemblies.	All staff		Low

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.	School based newsletters are sent weekly. Individual letters when needed.		A meeting with parents and principal would take place if parents dismissed behaviours/reports of child- on – child abuse. During this meeting information of child-on-child abuse, what this is and how this can be identified would be shared with the parents.	SJ		Medium
Pupil Voice	Children do not feel listened to or supported when they report an issue, and they are unsure who	Worry boxes are positioned in both KS1 and KS2 for those children who have a worry, or concern and feel they cannot approach an adult in person. All pupils are aware that their name must be present on the worry/concern. These are checked every day.		Worry boxes are positioned in both KS1 and KS2 for those children who have a worry, or concern and feel they cannot approach an adult in person. All pupils are aware that their name	All staff		Low

	to raise concerns to. Pupils with protected characteristics (e.g LGBT,SEND) do not feel valued and supported within a school environment.	Pupils have weekly safeguarding assemblies. Pupils have weekly values/emotions assemblies. Children have weekly PSHE lessons. All pupils with SEND have individual plans and provisions in place to support their individual needs. Pupils have access to the ZEN spaces. A pass is given as and when a pupil needs space/time/reflection/1:1 etc.		must be present on the worry/concern. These are checked twice a day every day. Pupils have weekly safeguarding assemblies. Pupils have weekly values/emotions assemblies. Children have weekly PSHE lessons. All pupils with SEND have individual plans and provisions in place to support their individual needs. Pupils have access to the ZEN spaces A pass is given as and when a pupil needs			

				space/time/reflection/1:1 etc.			
Staff Training	Staff must know and understand the academy's 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	Safeguarding training is delivered before the start of every academic year. Refresher training is available to staff. During this training child on child abuse is discussed along with possible signs. All staff have Safeguard logins and are aware if how to log a concern. All staff have to sign to say they have read the policies and procedures at the start of every academic year. TED posters available in staff spaces to support with child disclosures.		Safeguarding training is delivered before the start of every academic year. Refresher training is available to staff. During this training child on child abuse is discussed along with possible signs. All staff have Safeguard logins and are aware if how to log a concern. All staff have to sign to say they have read the policies and procedures at the start of every academic year.	SJ/VW/LG		Low

	child-on-child abuse Staff must be trained to understand barriers to disclosure for children with protected characteristics.			TED posters available in staff spaces to support with child disclosures.			
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	The schools provides pupils with a variety of enrichment including visits from and to the emergency services, places of religious significance, cultural icons, concerts, and performance and more. All pupils know that bulling is not accepted within their school and understand that any reports are investigated and dealt with accordingly.		The schools provides pupils with a variety of enrichment including visits from and to the emergency services, places of religious significance, cultural icons, concerts, and performance and more. All pupils know that bulling is not accepted within their school and understand that any reports are investigated	All staff SJ		

	bullying and harassment. Pupils must feel safe in school; none should experience child-on-child abuse.			and dealt with accordingly.			
Curriculum	Pupils have opportunity to discuss issues around themes related to child-on-child abuse (e.g, county lines, bullying, sexual harassment) Pupils must be given learning	PSHE & RSHE is taught weekly. Pupils have weekly safeguarding assemblies including mental health and emotional wellbeing.		The programme Jigsaw is used as the school's PSHE curriculum. Pupils have weekly safeguarding assemblies including mental health and emotional wellbeing	All staff		Low

	opportunities to imbed positive values and attitudes. Pupils must be aware of what constitutes bullying, sexual harassment or grooming.						
STRATEGY OBJECTIVE FOUR: MONITORING							
Pastoral and Welfare Support	Risk assessments or safety plans must be in place when harm is occurring between children. Pupils must be supported	Safety plans would be completed and used should abuse between two learners on site occur. Pastoral worker available within school for 1:1 intervention who is also a qualified DSL.		Safety plans would be completed and used should abuse between two learners on site occur. Pastoral worker available within school for 1:1 intervention who is also a qualified DSL.	All staff		Low

	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.						

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	Safeguarding training is delivered before the start of every academic year. Refresher training is available to staff. During this training bullying issues are discussed. Child-on-child abuse reports will be investigated by the DSL. All negative behaviour is recorded on Bromcom using C1-C3. These entries are used for behaviour analysis by SLT. All pupils are aware of the behaviour policy (expectations) within school.		Child-on-child abuse reports will be investigated by the DSL. All negative behaviour is recorded on Bromcom using C1-C3. These entries are used for behaviour analysis by SLT. All pupils are aware of the behaviour policy (expectations) within school. Bullying is covered in whole school assemblies.	All staff		Low

	identified, recorded and monitored. 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.	The school has an IT Acceptable use Policy. Toby Taylor is responsible for online safety, but all staff understand their role in protecting pupils online. Reassurances are sent to parents about our robust system of monitoring and filtering. Smooth wall- filtering system SENCEO- Monitoring filter		The school has an IT Acceptable use Policy. Toby Taylor is responsible for online safety, but all staff understand their role in protecting pupils online. Reassurances are sent to parents about our robust system of	TT SJ All staff		Medium

	Staff, pupils and parents are informed of the online locations where harm can occur.	Online safety embedded in features through pastoral sessions and PHSE. Pupils also have E-safety assemblies every term. All concerns are recorded on Safe guard.		monitoring and filtering. Smooth wall- filtering system SENCEO- Monitoring filter Online safety embedded in features through pastoral sessions and PHSE. Pupils also have E-safety assemblies every term. All concerns are recorded on Safe guard.			

Risk Rating			
Likelihood of occurrence	High (3) Likely to occur sometime	Impact of Harm	High (3) Causes physical or mental harm

For each issue/occurrence, determine the likelihood it will occur	Medium (2) May occur sometime	For each issue/occurrence, determine the potential impact of harm.	Medium (2) Causes discomfort
	Low (1) Unlikely to occur		Low (1) Negligable