David Ross Education Trust
Broadening Horizons

David Ross Education Trust Risk Assessment					
Activity being assessed:	**Child on Child Abuse Risk assessment**				
Academy Name:	**Thomas Hinderwell Primary Academy**	**Version:**	**2**	**Date:**	**04.09.24** **Reviewed 1.9.25**
Persons conducting this risk assessment: **(2 minimum)**	**1. Chloe Webster** **2. Rachel Milner** **3. Melanie Wilson**	**Role:**	**1. Principal / DDSL** **2. Vice Principal /DSL** **3. Vice Principal / Behaviour Lead**	**Signature:**	**1. CWebster** **2. RMilner** **3. MWilson**
Identification of those at risk:	Those at risk could be any child, or groups of children. This includes children who could be on the SEND register, those who are LAC or EAL or from an other vulnerable group including those who are frequently absent.				
Profile of pupil population	160 pupils on roll 51% female 49% male 21%EAL 48% Pupil Premium 18% SEND 3% LAC 0% Young carers 5.6% with a social worker				
Historical context and current concerns relating to the prevalence of child-on-child abuse at the academy	All incidents of child-on-child abuse are fully investigated and consequences given. Safety plans are put in place for both the victim and perpetrator. Child on Child abuse includes: • Child on child physical • Bullying • Cyber bullying • Child on child abuse - disability • Child on child abuse - homophobic • Child on child abuse – transphobic • Child on child abuse – sexual misconduct (harassment) • Child on child – Verbal / threatening behaviours All cases of child-on-child abuse are recorded on the safeguard system Record Manager. The Brook traffic light tool is used to assess any sexual incidents.				

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Who will this risk assessment will be communicated to and when? **This is how we communicated it:**	Shared with staff 4.09.24 at full staff training. Updates shared at point of update. Provided to governors. Staff and parents were signposted to an electronic form of this risk assessment.

David Ross Education Trust
Broadening Horizons

What is the hazard?	What has already been done to reduce the risk?	What else can be done to reduce the risk still further?	Action by whom and when it was completed?
Pupils can be reluctant to disclose child on child abuse	Children are made aware and regularly reminded that they can talk to any adult to disclose information about child-on-child abuse. These include class teachers and support staff. Within Jigsaw lessons pupils are reminded of the adults in school who are DSL/DDSLs and contact details for Childline. Pupils know that any form of discrimination will be dealt with swiftly and consistently. Assemblies are delivered termly on the rights of the child, consent and on ensuring children know that they can an adult in school anything. PHSE (Jigsaw) scheme of learning develops knowledge and skills relating to consent as follows: Reception: Relationships Year 1: Changing me Year 2: Relationships Year 3: Healthy me Year 4: Healthy me Year 5: Relationship unit Year 6: Relationship unit **Parent workshops** offered – Know what bullying behaviours look like and how to support your child.	**Assembly content** to ensure that pupils can identify when child on child abuse is taking place and what actions can be taken, who to tell. **Check ins** provided by the pastoral team for vulnerable pupils. **Daily pastoral programme** for identified vulnerable pupils. **Worry box** available in school allowing children another way of communicating concerns. **Teaching sessions** to ensure that children are aware of what a child-on-child incident is. **Victims and perpetrators** receive a restorative package to ensure that they are aware of the impact of their actions, with strategies to ensure that it will prevent a repeat incident. **Safeguarding briefings** for staff. – via Safeguarding Teams channel Children to be aware regarding the impact on a victim of a child-on-child incident **Staff Induction** includes reference to the national guidance in KCSIE 2025 and safeguarding policy and procedures, including how to report a concern.	Behaviour Lead Pastoral Team School mental health first aider DSL Behaviour lead

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Broadening Horizons

Pupils with SEND may have communication and interaction issues that cause difficulties when sharing information.	**Jigsaw lessons** include specific vocabulary and language relating to all parts of the body to help them to communicate if necessary. SEND/vulnerable children are identified and receive regular check in from the pastoral team. Class teachers/Support staff notice small changes in behaviour, mood, injuries and report to the pastoral team so the child receives the support needed. Weekly pastoral meetings with pastoral team to identify any concerns / patterns of behaviour.	All staff are aware of what child on child abuse is and the protocol to immediately report. **Zones of regulation** are used on a daily basis to monitor all children's well-being. This allows staff an opportunity to discuss concerns and worries with children. Children are reminded frequently that staff are there to support them.	Jigsaw Lead DSL / DDSLs SENDCO
Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration.	Comprehensive holistic pastoral analysis conducted on a daily basis incorporates all information about vulnerable pupils including attendance, first aid information, achievement, behaviour, bullying as well as any confidential information.	**Safeguarding update** shared with staff Any children displaying different / concerning behaviours discussed immediately and at the weekly pastoral meeting with actions recorded.	DSL /DDSLs Pastoral Team SENDCO

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Broadening Horizons

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Children do not always have the necessary vocabulary or knowledge to protect themselves from various levels of harm. Knowing and understanding what a healthy relationship is.	PHSE jigsaw programme is taught across the school. This scheme of work develops the understanding of healthy relationships for pupils during the relationships units. This is progressive throughout the school. Pupils are made aware of what constitutes bullying, sexual harassment or grooming. **Parent workshops** offered – Know what bullying behaviours look like NSPCC Pants delivered in EYFS, Year1, Year 2 and 3. The Jigsaw scheme also informs children of the correct language to use for all body parts, linking to sexual health and awareness. Teaching team completes delivery of puberty/growing up/sexual awareness lessons to Y5 and 6 pupils in the summer term each year.	The child safety will include repeated focuses on Internet Safety – weekly safety tip and in computing lessons. Anti-bullying week. Mental Health awareness week	Jigsaw is delivered by class teachers Behaviour Lead DSL / DDSL
Children have access to social media platforms with the potential for online bullying/grooming Viewing inappropriate content online.	E-safety lessons as part of the computing curriculum and PSHE Jigsaw lessons. Weekly online safety lesson for all children delivered as part of the computing curriculum. Weekly online safety tip to stay safe online delivered in assembly on a Monday. PSCO speaking to children regarding the impact of the use of Tik Tok and WhatsApp and the impact of inappropriate messaging. Children are made aware of the dangers when	Pupil phones stored in a locked cupboard throughout the school day. Information shared with parents regarding apps we are aware of that pupils are using. Weekly newsletter Advising parents on how to use these safely resourced via multi agency information **Posters** displayed in school related to internet online safety.	DSL Pastoral team

	accessing games on online platforms such as Minecraft and Roblox. SENSO is an online monitoring service with alerts to the Principal and DSL regarding content in school which is filtered and considered inappropriate.	All staff know and are aware the contextual risks within the community: • **Exposure to inappropriate content**, through television, streaming, gaming and social media. • **Inappropriate supervision** with increased risk of child criminal exploitation, child sexual exploitation and county lines. • **Witnessing anti-social behaviour** increasing the risk to safety and feeling safe in the community.	

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