David Ross Education Trust
Broadening Horizons

Child-on-child abuse Risk Assessment

Safeguarding Leadership

Role	Name	Contact Details including Tel and email
Principal	Melanie Capes	01476585278 mcapes@ingoldsbyacademy.co.uk
Safeguarding Lead on the Academic Scrutiny Commitee (ASC)	Alex Green	agreen1@dret.co.uk
Designated Safeguarding Lead (DSL)	Jeanette Glendinning	Jglendinning@ingoldsbyacademy.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Melanie Capes	mcapes@ingoldsbyacademy.co.uk
Pastoral Lead	n/a	

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments
01/10/25	1. Mel Capes 2. Jeanette Glendinning 3.	
01/09/26	1. Mel Capes 2. Jeanette Glendinning 3.	*Change of governor lead*
New row for third review	1.	

DD/MM/YYY ➢ *If more reviews are completed, then add more row*	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	Staff know of their responsibilities in reporting issues Staff clearly report or monitor child on child abuse	DSLs are the single point of contact. *Mel Capes and Jeanette Glendinning. If both absent, Charlie King at Charles Read is agreed point of contact for emergencies or Regional Director.* *Safeguarding Appendix to be followed*	*6*	All training is given to staff on their induction to the school: FGM Training Prevent Training Attendance Policy-education staff People XD Task Annual Action 2026 - People XD Task - Check Emergency Contact Details Annual Action 2026 - People XD Task - Address Annual Action 2026 - People XD Task - Update equal ops data	MC	The week staff start/ first month of new school year	2

				Annual Action 2026 - Consent Form - Workforce Personal Data Annual Action 2026 - KCSIE part 1 Annual Action 2026 - DRET IT Acceptable Use Policy Annual Action 2026 - Developing the safe use of Generative AI in Education Annual Action 2026 - Declaration of Business Interests Form Annual Action 2026 - Annual DBS self-declaration and disclosure Annual Action 2026 - Behaviour and Ethos Policy Annual Action 2026 - DRET Data Protection Policies Annual Action 2026 - DRET Whistleblowing policy Annual Action 2026 - DRET Mobile Phone Policy			

				Annual Action 2026 - DRET Code of conduct Annual Action 2026 - DRET Safeguarding and Child Protection Policy Annual Action 2026 - DRET Safeguarding and Child protection Appendix Annual Action 2026 - SEND Code of Practice Section 6			
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. Leaders must be able to	*Annual Training- local level* *Safeguard online training Annual* *Ingoldsby Way document for all staff.* *Lincolnshire safeguarding pathway.* *Use of bullying policy alongside behaviour policy.*	6	Bullying log enables analysis of patterns and recording of interventions Use of CPOMs for child on child and BROMCOM for behaviour Use of safeguard for bullying/ peer on peer abuse *Internet safety is delivered regularly as part of the curriculum.*	MC/ JG	Ongoing	2-4

	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.	*Bullying is not tolerated by staff or pupils* *Jigsaw programme*		*Staff react to individual incidents of poor use of online platforms to reduce further risk.* *Bullying and unkindness log used to track patterns*			
Local Issues	Leaders must be aware of contextual local issues regarding child-on-child abuse and how this may affect learners in the classroom.	*Local context shared in September and Subsequent INSETs e.g, Behaviour appendix reviewed at Jan INSET* *Safeguarding appendix shared with staff in local safeguarding training*		*Safety plans for pupils where child on child abuse is a risk* *Use of website and newsletter to communicate information related to local risks- conflict, domestic abuse*			

	Staff must be able to confidentially gather information or intelligence related to a local grooming or abuse concerns.						
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	*Working together team, Specialist teachers, police and social care are consulted with. The stay safe partnership is used to support pupil and staff training* *Does the school have routine visits from the Police/PCSO?- Not available*	6	*Police referred to for support with traffic and road safety.* *Social care consultation used for advice.* *TAC Admin used to support running TACs*	JG/ MC	ongoing	6

	in the area and risk posed to children.						
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.	*Behaviour policy shared with parents* *Q&A with Principal offered related to behaviour* *SEND and safeguarding focus in monthly newsletter* *Trust Child onChild abuse policy, safeguarding and behaviour policy on website*	6	*Further meetings with parents- referral for EHA and support* Support offered and advocated for on website, newsletters and personally for parenting.	All Staff	Ongoing	4-6
Pupil Voice	Children do not feel listened to or supported when they report an issue,	*Signposting of the various members of staff to whom pupils can turn.*	6	Pupil Questionnaire- recent survey linked to safety.	All staff	Ongoing	4-6

	and they are unsure who to raise concerns to. Pupils with protected characteristics (e.g LGBT,SEND) do not feel valued and supported within a school environment.	*Worry Monster* *Office appointments* *Key pastoral team- MC and AM*		Stay safe partnership questionnaire. Support from counsellors for confidential support			
Staff Training	Staff must know and understand the academy's policy and procedures. Staff must know how to recognise child and child abuse	*September INSET- updates to KCSIE and appendix* *Jan – Behaviour review* *Virtual College tool available to all staff* *Team teach for all staff 3 yearly*	6	*At least 3 inputs annually plus newsletter*	JG	Ongoing	4

	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.	*Ingoldsby Way for all staff* *How is training adapted to different roles and responsibilities?*					
Culture and Ethos	Staff, pupils and parents must have a strong understanding of the school's culture and ethos.	*At least monthly newsletter with Safeguarding focus and SEND focus.* *Meeting with staff and parents*	6	*Coffee mornings for behaviour support with WTT team* *Lumi Nova*	MC	Ongoing	2

	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.	*Jigsaw and Stay Safe partnership courses*					
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 *EYFS- Standing up for yourself, Different families (photos show racial differences), How it feels to belong and that we are similar and different, Discussing what makes us special and unique*	6	*Relationships programme Jigsaw Term 4* *NSPCC Speak out stay safe annually- workshops school led and external.* *Materials used for intervention where specific need arises*	RW/ JG	Ongoing	4-6

	opportunities to imbed positive values and attitudes. Pupils must be aware of what constitutes bullying, sexual harassment or grooming.	*Y1- similarities and differences, Understanding these differences make us all special and unique* *Y2- Understanding that differences make us all special and unique* *Y3- recognising how words can be hurtful* *Y4- Understanding that, sometimes, we make assumptions based on what people look like* *Y5- racism and name calling* *Y6- Prejudice and perceptions, Race considered as a cause for difference but also a cause for celebrating that difference* ● *Study of Islam and Christianity in KS1*					

		● *Study of Hinduism, Buddhism and Christianity*					
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 around concerns such as mental health, abuse or wellbeing concerns. Where pupils have been identified as demonstrating	*Unkindness log, safeguard online reporting and logging* *Safety Plans in place to protect pupils from harm. Other professional agencies consulted with* *Pastoral support and counselling available* *Use of Brook Traffic Light system* *Support from social acre, early Help or the NHS has been sources*	4		JG	Ongoing	4

	harmful behaviour, schools must be implementing appropriate support mechanisms.	*where any potential HSB are identified.*					
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.	*Bullying policy* *Unkindness log, BROMCOM to log stage 3 and 4 incidents and CPOMSfor bullying identified.* *Surveys, pupil discussion, assemblies- what does behaviour look like here?* *Child-on-child abuse reports will be investigated by the DSL* *Signposting of the various members of*	6		JG/ MC	Ongoing	4

	Low level bullying or "banter" must be identified, recorded and monitored. Schools have robust strategy of managing or investigating reports of child-on-child abuse.	*staff to whom pupils can turn.* *Worry Monster* *Office appointments* *Key pastoral team- MC and AM*					
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.	*Acceptable use policy read by all staff.* *Online safety at the beginning of every year.* *Stay safe partnership training.* *SENSO reviewed every Monday by Principal*	6	*Pupil survey and reaction to survey* *Concerns/ trends identified in PSHE/ E Safety shared with parents*	JG/ KH	Ongoing	4

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	Staff, pupils and parents are informed of the online locations where harm can occur.	*Respond to concerns immediately by talking to staff or pupils.* *Safeguarding spotlight item on newsletter.* *Jigsaw curriculum*					

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) Negligable