David Ross Education Trust
Broadening Horizons

Child-on-Child Abuse Risk Assessment

Safeguarding Leadership

Role	Name	Contact Details including Tel and email
Principal	Daniel Shoubridge	dshoubridge@humberstonacademy.co.uk 01472 3199990
Safeguarding Lead on the Academic Scrutiny Committee (ASC)	Alistair Hopkins	ahopkins@dretgovernor.co.uk
Designated Safeguarding Lead (DSL)	Laura Manners	lmanners@humberstonacademy.co.uk 01472 319990
Deputy Designated Safeguarding Leads (DDSL)	Shelley Walker Sarah Blackwell Harriet Smith Robert Winn Cassy Burrows	swalker2@humberstonacademy.co.uk sblackwell@humberstonacademy.co.uk hsmith3@humberstonacademy.co.uk rwinn1@humberstonacademy.co.uk cburrows@humberstonacademy.co.uk

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments
1/9/2026	1. Laura Manners 2. Daniel Shoubridge	

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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 a child-on-child incident.	Staff know of their responsibilities in reporting and monitoring child-on-child abuse.	DSLs are the single point of contact. DSL oversees the safeguarding, attendance and pastoral team at Humberston Academy. The pastoral team includes 5 other DDSLs as well as the wider safeguarding team as Student Services and the attendance team. If the DSL is not available, the DDSLs are the direct contacts.	Significant current and historical concerns have been raised through CPOMS around child-on-child abuse. A significant amount of C-o-C abuse at Humberston is around physical altercations. Information about C-o-C abuse is regularly shared with the local police	All training is given to staff on their induction to the school around safeguarding and appropriate use of CPOMs. Staff are provided with regular CPD on child-on-child abuse such as in the annual safeguarding training, Friday morning safeguarding briefings and on twilight sessions. All students are educated on online safety, bullying, healthy relationships, physical violence, sexual abuse	DSL / DDSLs	Ongoing	2

		Humberston use CPOMs Software to report and monitor all safeguarding concerns. All reports of child-on-child abuse are be reported through this single point. Staff across the school are accustomed to using this. The ongoing monitoring of child-on-child abuse, such as bullying, sexual abuse and harassment is also recorded on the 'child-on-child' log – which allows Humberston to	services (as required). Ongoing liaison with local police education teams for support around C-o-C sessions for students.	through a variety of methods: assemblies, tutor programme, PSHE, safeguarding and pastoral days, awareness days (E.g. internet safety day), external agency assemblies/ workshops (Compass Go/ Police/ School Nurse) and internal campaigns (anti-bullying campaigns).			

		record and analyse data and trends for child-on-child abuse.					
Leadership	Leaders within the organisation must be aware of the changes to Keeping Children Safe in Education (KCSIE) and the guidance regarding child-on-child abuse. 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.	All staff at Humberston Academy have read and understood the KSCIE updates, which specifically references child on child abuse. All staff received an annual Safeguarding update/ training delivered by the DSL. Any instance of child-on-child abuse is investigated thoroughly by the safeguarding team. A member of the safeguarding team/ Student Services will		Regular staff CPD: every Friday morning and Twilights. Key themes such as child on child abuse is always a priority. Weekly the safeguarding team quality assure child-on-child cases. Staff (Student Services and the safeguarding team) to regularly review the Harmful Sexual Behaviour (e.g. Hackiett model).	DSL	Ongoing	2

		meet with all students involved to take detailed formal statements (voice of the child). A clear process is in place, in line with our behaviour policy. Child-on-child abuse would result in either an internal suspension or a fixed-term 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 Pupil Safety Plans (PSPs)					

		for students at risk of child-on-child abuse or are an alleged perpetrator/ victim. Clear expectations around behaviour and ethos are demonstrated to learners through our behaviour ethos and pastoral appendices policy. This policy is available to students and parents to review on the Humberston website.					
Local Issues	Leaders must be aware of contextual local issues regarding child-on-child abuse and how this may	Information regarding contextual local risks is developed through partnership working	Local agencies have reported concerns around exploitation and county lines in	DSL and DDSLs to continue to engage in any available DSL networks, or local	DSL/ DDSLs	Ongoing	2

	affect learners in the classroom. Staff must be able to confidentially gather information or intelligence related to a local grooming or abuse concerns.	with Northeast Lincolnshire Social Care (Integrated Front Door), Local Early Help Workers and Local Police teams. These concerns are then shared with the pastoral and safeguarding teams as appropriate. Where intelligence related to a particular learner, this information will be reported on CPOMS. Contextual issues related to child-on-child abuse and other safeguarding themes within the community are reflected in the Humberston	the local area. Effective partnership working is in place with agencies such as Youth Offending Services (YOS) and the JEFF project.	partnership information sharing platforms.			

		Safeguarding Appendix.					
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.	Humberston 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 by	Humberston Academy has established valuable relationships with local community services who are able to share valuable insights into the community risks and emerging concerns. Regular meetings with police colleagues to share local	DDSL/ DDSLs continue to liaise with relevant partnerships and will be proactive for any year-on-year trends.	DSL/ DDSLs	Ongoing	1

		Humberside Police for the local police neighbourhood team and these posters are in key areas of the school.	information and concerns and emerging risks for individual 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.	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 is experiencing or perpetrating child-on-child abuse, a Pupil Safety Plan (PSP) is completed (child, school and parents complete collectively). Parents	Parents with limited knowledge of child-on-child abuse are unlikely to identify early signs and concerns and report them to school for support.	Further education and communication to parents regarding online safety, child-on-child abuse and child produced sexual imagery to be developed. Continuation of pastoral coffee clubs for parents/ carers and safeguarding entries into every half termly newsletter. Where parents persistently do not engage in the support	DSL/ DDSLs	Ongoing.	2

		will know the mechanisms in place to safeguard their child.		process for tackling harmful behaviours perpetrated by learners, an Early Help Assessment may be completed by the pastoral/ safeguarding team or any relevant practitioner.			
Student Voice	Children do not feel listened to or supported when they report an issue, 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.	Humberston Academy have an embedded a culture of active listening and trauma informed practice (ACEs). Students have an embedded ethos of being able to report concerns to a member of staff. Any instances of bullying	Students engage in a wide range of assemblies around key issues such as bullying, mental health, respect and sexual harm. Some of these are delivered by external agencies e.g. Compass Go,	Students to continue to engage in the anti-bullying campaign. Students to challenge and report bullying within the academy. Student voice panel and anti-bullying ambassadors to meet with Mr Winn DDSL to review the anti-bullying campaign and how it	BWN/ CES/ HSM/ DSL/ DDSLs	Ongoing Termly	2

		or harassment can be discussed with their tutor, student guidance manager, head of year or any member of staff they feel comfortable talking to. Humberston Academy actively promote inclusion through high behaviour and standards for students. The child-on-child abuse log allow Humberston (DSL/ DDSLs) to analyse if alleged victims/ perpetrators have SEND needs and whether the child-on-child abuse is	School Nurse, Police.	may be progressed further. Students to complete specific work around harmful sexual behaviours on safeguarding day. Humberston have created student-led boards around the school with a focus on, LGBTQ+ awareness, Mental Health and Wellbeing. The pastoral team to continue to lead 'Help Unite all' club for our LGBT+ community and allies (Friday lunch time).			

		homophobic, racist, transphobic etc. LGBTQ+/ Inclusion club (Help Unite All) accessible for students at Humberston Academy every Friday lunch time from 1:35 – 2pm in C2. External speakers such as Compass Go also support this club.					
Staff Training	Staff must know and understand the academy's policy and procedures. Staff must know how to recognise child-on-child abuse and how to prevent and deal	Staff have an annual KCSIE update delivered by the DSL. Specific update around child-on-child abuse delivered. Staff regularly report concerns on CPOMs	Specific training has been delivered by the DSL regarding local contextual safeguarding risks to the whole school. Training	Staff continue to engage in annual safeguarding training for the whole staff team, with targeted or contextual training conducted throughout the year on training days.	DSL/ DDSLs	Ongoing	2

	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.	in relation to child-on-child abuse or harmful sexual behaviour. Specific training has been delivered to the pastoral team around sexual assault and sexual harassment – with focus on the accurate response and appropriate monitoring of these concerns. DSL/DDSLs deliver safeguarding briefings every Friday morning and child-on child abuse is a priority and visited regularly.	continues to be delivered throughout the year.				

		DSL delivered twilight safeguarding training on 1/9/2025 which included child-on-child abuse.					
Curriculum	Pupils have opportunity to discuss issues around themes related to child-on-child abuse (e.g, county lines, bullying, sexual harassment)in PSHE, awareness days and safeguarding/pastoral day. Pupils must be given learning opportunities to embed positive values and attitudes. Pupils must be aware of what constitutes	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 exploitation. Children who are uninformed about potential risks to themselves or others are unable to make safe decisions.			MTE/ HSM / JW/ DSL/ DDSLs	Ongoing	2

	bullying, sexual harassment or grooming.	Wayne Stevenson (external speaker) delivers to every year group at least once a year on key RSE/ PSHE topics such as: online safety, youth produced sexual imagery and sexual health.					
STRATEGY OBJECTIVE FOUR: MONITORING							
Pastoral and Wellbeing Support	Risk assessments/ pupil safety plans PSPs) 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 allegations of abuse between two learners have taken place, each learner will be spoken to, and statements taken. Pupil safety plans (PSPs) will be put in place for both learners and stored on CPOMs and	Students regularly access support from the pastoral team regarding harm they have experienced.	Following appropriate training, students who are demonstrating HSB will engage in the harmful sexual behaviour traffic light toolkit.	DSL/DDSLs	Ongoing	

	Where pupils have been identified as demonstrating harmful behaviour, schools must be implementing appropriate support mechanisms.	shared amongst staff as appropriate. Humberston Academy will ensure that any advice and guidance given by the Police or other external agencies is reflected into each pupil safety plan. Students who are victims of any form of abuse, including child-on-child abuse will be referred for internal/ external pastoral support as appropriate. Students who are demonstrating forms of child-on-child abuse are referred to					

		Youth Justice Services / Police as required. Students who are persistently harmful have engaged in targeted 1:1 support and intervention from the safeguarding and behaviour leaders in addition to the police to address this behaviour.					
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	All child-on-child abuse is reported on CPOMs and monitored by the DSL and DDSL. DSL/DDSLs will oversee any investigation around child-on-child abuse concern multiple students at school. All actions from	All bullying is logged on CPOMs and on the child-on-child abuse log for ongoing analysis and intervention.	Student voice panel and anti-bullying ambassadors to meet with DDSL Mr Winn to review the anti-bullying campaign and how to progress it further.	DSL/DDSL	Ongoing	

	that this will be challenged by staff. 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.	investigations will stored on CPOMs. Anti-bullying campaign continues to be reviewed and listens to student voice. Anti-bullying charter, assemblies, tutor activities, PSHE lesson and new anonymous report cards are some of the strategies we implement. All bullying is logged on CPOMs and on the child-on-child abuse log.					
Online Safety	Mechanisms are not in place to monitor and reduce incidents of online abuse. Pupils feel able to report online abuse	Online safeguarding concerns are dealt with in the same manner as other safeguarding			DDSL Miss Smith (HSM) - Senso.	Ongoing	

	that occurs outside of school hours. Staff, pupils and parents are informed of the online locations where harm can occur.	concerns - CPOMs and DSL/DDSL/ SGMs to investigate. Humberston Academy adheres to the DRET IT Acceptable use policy which demonstrates appropriate use of school technology. All devices are monitored by SENSO – a platform to identify triggers which may indicate harm. These reports are monitored by the DSL/DDSLs/ Principal. All students complete learning around IT,			DSL / Principal oversight		

		which specific focus on internet safety. Students participate in Internet Safety Day with a PSHE session around this topic area and an Interhouse competition. Staff training delivered on online safety annually and at regular intervals through safeguarding briefings.					

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

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	Low (1) Unlikely to occur		Low (1) Negligible