

Child-on-Child Abuse Risk Assessment/Action Plan

Safeguarding First Ltd have produced this child-on-child abuse risk assessment and action plan to support schools in identifying and determining the risks to which children are or may be exposed to in your school/setting. The action plan will identify what intervention will be put in place to support those children, how the school/setting will prevent further risks and how the school/setting will continually review the school context and external factors that may expose children to child-on-child abuse.

Risk Assessment

What are the identified risks of child-on-child abuse in our school/setting? (E.g., hazing, bullying, sexting.)	What are the greatest vulnerabilities that impact on our children? (E.g., SEN, Gender, minoritised children etc)	Where are the identified areas that are considered less safe in school inclusive of any online activity? (How have these been identified?)	Are there any trends/patterns of behaviour e.g., certain times of day, certain times in the year and what are the causes of this or any specific form of child-on-child abuse happening regularly?	Are there any known gang/peer groups/individuals that need additional support/monitoring or safety planning?	Within these gangs/peer groups/individuals are there any other contextual factors that require more co- ordinated support/referrals outside of school? (Show any immediate action taken if necessary.)	How do we demonstrate a whole school co- ordinated approach to child-on-child abuse inclusive of children, staff, parents and governors?	Do our policies cover all types of child-on-child abuse that children are exposed to and do our current strategies of incidents meet the needs of our children?	How do we evidence our school environment is inclusive/equitable and meets the needs of all pupils?

Action Plan

What preventative work in the PSHE/RSE/SMSC curriculum is in place around child-on-child abuse?	How do we promote a safe culture in school and allow children to share/seek help? e.g., (communication, resources, pastoral support)	How do we respond to an incident and prevent it from happening again? (e.g., risk assess, review trends, near misses, implement changes)	What have we reviewed/changed in our policies, procedures and practices to ensure they are fit for purpose?	What engagement is in place with our partners to sure effective working outside of school e.g., police, social care, youth services?	How do senior leaders, Headteachers and Governors' quality assure the work undertaken to prevent child-on-child abuse issues?	How can we improve the school environment to be more equitable to minoritised groups?	How can we engage the voices of children and their parents into our policies?