Child-On-Child Abuse Risk Assessment 2026-27

Safeguarding Leadership

Role	Name	Contact Details including Tel and email
Principal	Clair Mills	cmills@cedarroadacademy.co.uk 01604 712645
Safeguarding Lead on the Academic Scrutiny Committee (ASC)	Susan Flaherty and Damian Panton	SFlaherty@DretGovernor.co.uk DPanton@DretGovernor.co.uk
Designated Safeguarding Lead (DSL)	Clair Mills	cmills@cedarroadacademy.co.uk 01604 712645
Deputy Designated Safeguarding Lead (DDSL)	James Au	jau@cedarroadacademy.co.uk 01604 712645
Deputy Designated Safeguarding Lead (DDSL)	Helen Perumalla	hperumalla@cedarroadacademy.co.uk 01604 712645

REVIEW TIMETABLE

Date of Review	Review Completed by	Comments
	1. 2.	
	1. 2. 3.	
	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	Staff know of their responsibilities in reporting issues Staff clearly report or monitor child on child abuse	DSLs are the single point of contact. • Clair Mills (Principal) • James Au (Deputy Head) • Helen Perumalla (Family Worker) If all the above DSLs are out of school, one will be nominated to be contactable by phone. In the unlikely event that another DSL is needed Peter Fairbrother (Principal) or Sarah Russell (Assistant Principal) at Eastfield Academy can be contacted. Staff are aware that they need to report concerns via Safeguard or verbally (in the first instance).	There are currently 4 DSLs at Cedar Road Primary. It would be unusual for all 4 to be out at the same time. If this was to be the case, staff know to contact the DSLs by phone or contact emergency DSLs at Eastfield Academy.	All training is given to staff on their induction to the school. All staff are asked to read and be familiar with: • DRET Safeguarding and Child Protection Policy • Cedar Road Primary Safeguarding Appendix – which includes the staff code of conduct and all details regarding contextual safeguarding • DRET Behaviour and Ethos Policy • Cedar Road Primary Behaviour Appendix • DRET Attendance Policy • Cedar Road Attendance Appendix • DRET Whistleblowing Policy • Keeping Children in Safe in Education Part 1, Part 5 and Annex A • DRET Anti-Bullying Policy • DRET Intimate Care Policy • DRET Acceptable Use of IT Policy • DRET Child on Child Abuse Policy	Principal	30/09/2026 Ongoing for new staff/visitors	Low

				• DRET Pupils with Medical Needs Policy • DRET Mental Health and Wellbeing of Pupils Policy • DRET SEND Policy • DRET Transgender Policy DSLs should also be familiar with • Keeping Children Safe in Education (all sections) • Working Together to Safeguard Children • Positive Environments Where Children Can Flourish All visitors are provided with a safeguarding leaflet on entry to school.			
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.	All training is given to staff on their induction to the school. All staff are asked to read and be familiar with the documents stated above this includes KCSiE. Trust and school policies such as our Safeguarding Policy &	Our leadership team is experienced and understand the importance of keeping up to date and implementing policies and procedures to keep all children safe.	Reviews are conducted where needed. Through discussions, SLT meetings, Trust meetings etc leaders ensure they are kept up to date.	Principal	30/09/2026 Ongoing for updates	Low

	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.	Appendix and Behaviour Policy address and put in procedures for any occurrences of child on child abuse. All staff know and understand the school behaviour policy. All staff understand the need for high expectations of behaviour.					
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	Leaders/DSLs regularly liaise with other local professionals such as PCSOs and MASH to keep aware of any local issues. If concerns arise then staff record information on our Safeguard system and DSLs decide who needs to be informed. Information is only shared amongst	Our DSLs and SLT are aware of the need to keep up to date with local issues that may spill into the academy. Information will be gathered as necessary and we will always take advice from other professionals as	SLT/DSLs work together to gather information and/or liaise with other agencies. Update the school's Contextual Safeguarding Appendix as needed to reflect any new concerns.	Principal DSLs	04/09/2026 Ongoing for updates	Low

	gather information or intelligence related to a local grooming or abuse concerns.	certain members of staff as needed. If an incident occurs, then SLT/DSLs will decide who this information is shared with e.g. parents, child, police and how. Leaders have completed the contextual safeguarding assessment of the Safeguarding appendix.	needed e.g. Trust Safeguarding Team, Police etc.				
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	Cedar Road has effective partnerships with a range of agencies such as PCSO, Social Workers, EH Co-ordinator, EIPT team, ACE team, school nurse etc DSLs keep up to date with local issues using information provided from pupils, families, PCSOs, community members e.g. churches	Leaders regularly liaise with other agencies. We will contact them and ask for advice if unsure on how to proceed on a certain issue.	Leaders/DSL will deal with incidents and or information as they arise. Regular liaison with other organisations occurs and this can be increased if needed.	Principal DSLs	04/09/2026 Ongoing for updates	Low

	aware of issues in the area and risk posed to children.	Leaders act on information as needed.					
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.	Parents have access to policies and procedures related to child-on-child abuse via our website. We have shared our behaviour policy and procedures with parents. In the event of any incidents all parents will be contacted as needed.	Leaders work hard to ensure parents are well-informed. Also ensure that school-parent relationships and communication are always effective, this then helps if any issues need to be addressed.	Updates/new information are sent out as needed e.g. in our weekly newsletter to all parents. If a parent is hard to engage or does not act on our concerns, then we will make every attempt to contact them again and explain the situation. This could be trying a different member of SLT. If needed we will involve other agencies as appropriate e.g. social worker, PCSO.	Principal DSLs	04/09/2026 Ongoing for updates	Low
Pupil Voice	Children do not feel listened to or supported when they report an issue, and they are unsure who to raise concerns to.	As part of our PSHE curriculum pupils regularly discuss who they can talk to if they have a concern. Pupils are aware of the system of worry boxes/worry monsters in school.	Our PSHE curriculum is very comprehensive. Our PSHE Lead also ensures that this curriculum is bespoke to Cedar Road and also reacts to any	Updates to our PSHE programme to reflect any arising issues. Regular reminders with pupils around who they can talk to if they have a concern.	Principal DSLs PSHE Lead	04/09/2026 Ongoing for updates	Low

	Pupils with protected characteristics (e.g LGBT,SEND) do not feel valued and supported within a school environment.	Zones of Regulation systems means teachers regularly check in with how pupils are feeling and can notice any concerns. Our PSHE Lead conducts pupil voice activities. Staff are aware of pupils with protected characteristics or who are vulnerable and monitor/provide support. Our family worker provides extra check-ins for identified pupils as needed.	concerns or updates.	NB Certain pupils have individual safety plans to further support on our universal offer.			
Staff Training	Staff must know and understand the academy's policy and procedures. Staff must know how to recognise child	All training regarding safeguarding including child on child abuse is given to staff on their induction to the school. Depending on role staff receive other safeguarding training	Staff training is led by SLT or outside providers. Staff are aware of their roles and responsibilities regarding safeguarding,	Safeguarding training is updated as needed. We have safeguarding as a standard agenda item at SLT and staff meetings to ensure information is shared when needed or to provide CPD.	Principal DSLs All staff	30/09/2026 Ongoing for new staff/visitors	Low

	and child abuse 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.	such as DDSL, NCT updates etc. Policies and procedures are clear that child on child abuse must be dealt with immediately and we do not accept any form of banter. Staff are aware of the need to report any concerns. All staff can access our Safeguard recording system or know to speak to a DSL directly.	including child-on-child abuse.	We receive NCT Safeguarding Newsletters and attend NCT DSL updates so are aware of local issues and support.			
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	As part of our PSHE curriculum pupils regularly discuss who they can talk to if they have a concern. Our PSHE Lead conducts pupil voice activities. Staff are aware of pupils with protected characteristics or who	Our PSHE curriculum is very comprehensive. Our PSHE Lead also ensures that this curriculum is bespoke to Cedar Road and also reacts to any concerns or updates.	Updates to our PSHE programme to reflect any arising issues. Regular opportunities to re-visit our expectations and culture e.g. assemblies, class discussions, Votes for Schools etc.	Principal DSLs PSHE Lead	04/09/2026 Ongoing for updates	Low

	tolerance of bullying and harassment. Pupils must feel safe in school; none should experience child-on-child abuse.	are vulnerable and monitor/provide support. Our family worker provides extra check-ins for identified pupils as needed. We regularly re-visit our school values and 6 expectations. Policies and procedures support the positive culture of the school.					
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 opportunities to imbed positive values and attitudes.	As part of our PSHE & RSE curriculum we use the Jigsaw programme. Puzzle units for all year groups such as 'Celebrating Differences' and 'Relationships' include age -appropriate discussions around bullying etc. Votes for School questions give pupils opportunities to discuss key topics.	Our PSHE & RSE curriculum is comprehensive and added to where and when needed.	Our SLT, PSHE Lead and class teachers work closely together if local issues arise and we feel they need addressing. Parents are informed when certain topics such as sex education in Y6 will be taught. We liaise with parents and provide useful information as needed.	SLT PSHE Lead	Ongoing	Low

	Pupils must be aware of what constitutes bullying, sexual harassment or grooming.	We plan in visitors such as PCSOs to talk about key issues such as gangs with our older pupils.					
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 harmful	Identified pupils have behaviour plans and risk assessments. Family worker and key staff provide check-ins and intervention support for identified pupils We source support from outside agencies for our most vulnerable pupils e.g. SEMH, ACE, CAMHS etc.	Staff know children well and develop relationships with the aim that ALL pupils feel safe in school and can raise any issued.	Extra support is put in if incidents occur or plans etc are not effective. We always do this in conjunction with parents and outside agencies if involved. Information regarding incidents, behaviours plans etc is part of ASC discussions and SLT challenge.	SLT Family worker	Ongoing	Low

	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 identified, recorded and monitored.	All training regarding safeguarding including child on child abuse is given to staff on their induction to the school. Teachers are aware that any bullying or significant breaches of the behaviour policy need to be recorded on Bromcom. Child-on-child abuse reports will be investigated by the DSL. Our PSHE Lead conducts pupil voice activities – this includes questions regarding bullying. Staff are aware of pupils with protected characteristics or who	Any reports of child-on-child abuse are dealt with seriously and swiftly. Both the alleged victim and perpetrator will be dealt with fairly and to ensure all are kept safe.	If needed other agencies e.g. police will be contacted for support. Support for both the pupil and family will be offered and this may include reaching out to other agencies. Staff meeting time/emails etc will be used to provide regular reminder to challenge bullying and banter.	Principal PSHE Lead SLT	04/09/2026 Ongoing for updates	Low

	Schools have robust strategy of managing or investigating reports of child-on-child abuse.	are vulnerable and monitor/provide support. Our family worker provides extra check-ins for identified pupils as needed.					
Online Safety	Mechanisms are in place to monitor and reduce incidents of online abuse. Pupils feel able to report online abuse that occurs outside of school hours. Staff, pupils and parents are informed of the online locations where harm can occur.	The Trust IT Acceptable Use Policy is shared and children are aware of acceptable behaviour online. At the beginning of every computing unit and when relevant at other times online safety is revisited. Online safety is also part of our PSHE programme. This is supplemented with enrichment opportunities whenever possible e.g. theatrical online safety workshop. Cedar Road has filtering and monitoring systems in place to ensure	Mechanisms that are in place work well in school. Our Trust IT Team are able to provide further support if it is needed. Our PSHE and Computing Leads work closely together to ensure online safety is taught well.	Our PSHE programme will be added to if we feel there needs to be follow up to any online incidents. Staff aim to keep up to date with online safety and will attend further training/complete research as needed.	SLT PSHE Lead Computing Lead	Ongoing	Low

		pupils can only access what is appropriate. We also have an alert system called 'Senso'. This system provides alerts and reports to the Principal of any concerns. Any online safeguarding concerns are dealt with swiftly. We involve parents/other agencies as needed. This includes those that occur outside of school.					

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