David Ross Education Trust
Broadening Horizons

V8

David Ross Education Trust Risk Assessment					
Activity being assessed:	**Child on Child abuse**				
Academy Name:	**Endike Academy**	**Version:**	**8.0**	**Date:**	**14.09.2026**
Persons conducting this risk assessment: **(2 minimum)**	**Kate Buyukyilmaz** **James Storr**	**Role:**	**Principal/DSL** **Vice principal/DDSL**	**Signature:**	
Identification of those at risk:	*All children could potentially be at risk*				
Profile of pupil population	*All: 379* *Boys: 175* *Girls: 204* *PP: 141* *SEN: 99* *EHCPs:15* *EAL: 106* *CLA: 3* *Young carer: 0* *Social Care involvement: CP: 7, CIN: 3, EH: 14*				
Historical context and current concerns relating to the prevalence of Peer-on-peer abuse at the academy	All staff log incidents of child on child abuse on CPOMS and Bromcom (for weekly analysis). Members of SLT go through records and check for accuracy and correct/fair procedures being followed. Clear behaviour policy that distinguishes different levels of behaviour and consequence. Weekly analysis looked at in SLT and safeguarding/pastoral meeting. Appropriate actions taken Weekly analysis shared with all staff <u>Previous concerns 2025-2026</u> Use of discriminatory language: 12 racist; 14 homophobic; 7 disability discrimination. Actions taken: 1:1 work with particular pupils; class and phase assemblies; additional PSHE lessons on protected characteristics; PCSO visit to speak with particular children. Emotional wellbeing support for the vicitms; restorative conversations				

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	<u>Previous concerns – 2024-2025:</u> Online WhatsApp groups in year 4/5/6 Antisocial behaviours outside of school (PCSO visits to talk to the children and Prison Me? No Way) Year 5/6 Increase in racist comments towards peers – emotional wellbeing support, whole class discussions and assemblies held. <u>Previous concerns 2023-2024</u> KS1 / EYFS – showing their private areas to peers (ages and stages). 'NSPCC Pants rule' and assemblies carried out Year 5 and 6 – incidents of WhatsApp group chats arguments continuing into the school day or on the way home from school. Year group and class assemblies, additional jigsaw sessions, PCSO visit to speak to the children Increase in physical and verbal abuse towards peers on the playground and at unstructured times eg – lining up or moving around the building. Safety plans drawn up and shared with the staff. Brilliance blogs / school reports. Lunchtime play zones developed by the PE lead for the trust. <u>Previous concerns 2022-23</u> KS1 / EYFS– showing their private areas to their peers, looking under toilet doors and inappropriate touching (tapping of bottoms of grabbing of genital areas within play – pants rule and assemblies were carried out regularly. Y5 – 1 incident of online sharing of semi-nude picture outside of school Y2 /Y3 Physical and verbal abuse towards peers on the playground and at unstructured times e.g., lining up or moving around the place <u>Previous concerns – 2021-22</u> Y6 creating Endike Tik Tok accounts Y6 children within a WhatsApp group and conversations being carried into the school day Y2 exposing themselves in the toilets to peers Y5 sexual assault peer on peer.
Who will this risk assessment be communicated to and when? **This is how we communicated it:**	Reviewed risk assessment shared with staff in the annual safeguarding training and discussed with any additional support staff, then added to the website. Shared with governors via Governor hub and will be discussed in the autumn ASC meeting.

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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?
Children in KS2 may have access to social media platforms with the potential for online bullying	• Online safety integrated throughout Jigsaw • Messages on the fortnightly school newsletter • Bespoke class and phase assemblies • Monthly parent online newsletter • Assemblies with online safety focus • Regular online safety tips sent to parents	Safety online discussed with the children in assemblies and in jigsaw lessons. Constant discussion with pupils and parents around keeping safe online	KB/JS/AP - parent coffee mornings; parents' evening; stay and read. Teachers weekly class assembly Parent workshops - JS
Children using sexualised language	PSHE lessons Assemblies - phase/year group specific Signpost to Early Help 1:1 direct work with specific children	Constant reminders around appropriate/inappropriate language	All staff / EWB / SLT
Pupils not having the knowledge, skills, or vocabulary to speak out about potential abuse	RSHE scheme of learning develops knowledge and skills relating to consent as follows: F1: Relationships F2: Relationships Year 1: Changing Me	AC (PSHCE lead) to collate pupil voice linked to these specific areas **(after each unit)** Whole school NSPCC 'speak out, stay safe' Nurse to see year 5 and year 6	AC (PSHCE lead) to collate pupil voice linked to these specific areas **(after each unit)**

	Year 2: Relationships Year 3: Healthy Me Year 4: Healthy Me Year 5: Relationships Year 6: Relationships RSHE scheme of learning develops knowledge and skills relating to relationships during the 'Relationships' unit. This unit is taught to all pupils from Nursery to Year 6 and is progressive in knowledge, skills and vocabulary. RSHE scheme of learning develops knowledge and skills relating to sexual health during the Changing Me' unit. This unit is taught to all pupils from Nursery to Year 6 and is progressive in knowledge, skills and vocabulary. School nursing team delivers – puberty/growing up talks to all children in Y5 / Y6. Across the curriculum, issues related to the following are tackled: Healthy and respectful relationships, what respectful behaviour looks like, consent, gender	Use external sources to provide information for children-EWB Ongoing Pants rule EYFS to be delivered by the nurse when required KS1 to deliver the pants rule when required and 1:1 sessions to be given to children if needed Assemblies to be delivered to phases when needed Safeguarding team to complete the NSPCC harmful sexual behaviours audit tool. Safeguarding team to attend any training or debriefs, this academic year	Use external sources to provide information for children-EWB Ongoing KS1 to deliver the pants rule when required and speak out stay safe programme. NSPCC speak out stay safe to be delivered in smaller groups to the SEND children Safeguarding team to complete the NSPCC harmful sexual behaviours audit tool

	roles, stereotypes, equality, body confidence, and self-esteem, prejudiced behaviour, sexual violence and sexual harassment. NSPCC PANTS message is taught to all pupils across school Use external sources to provide information for children-EWB NSPCC awareness day Assembly reminders on personal boundaries and consent Staff meeting to discuss how we can tackle these issues through T4R andT4W texts and through our history, science and geography topics.		
Pupils being reluctant to disclose	Visual prompts in all areas of the school signposting pupils to the various members of staff in school and agencies out of school to whom pupils can turn to. Fortnightly newsletter highlights key safeguarding staff to parents as well as children.	Worry monsters in class Script used to support children with disclosing and creating a safe space.	Posters around school have been updated, due to new safeguarding team EWB -Worry monsters available in classrooms.

	Poster images to the start of each PSHE lesson to explain how to access services/support. Regular reminders in the principal's assembly. Assembly reminders on personal boundaries and consent. New starters and in year starters to be given a tour of the EWB room with the team. EWB team signposting around school. Worry monsters or worry books in the classrooms.		
Pupils are potential victims of child on child at unstructured times – playtimes, lining up, before school	Child on child staff meetings / reminders – to ALL staff including lunchtime supervisors and caretakers. Staff to be vigilant on the playground, zoning areas and wearing a hi-vis jacket, so they are seen by the children. Zero tolerance on playfighting/hands off approach	New playground initiative 'Playmakers' to encourage collaborative play, turn taking and imaginative play. Zoned areas, with a variety of activities on offer for the children. Script from the staff, to ensure consistency across the staff team.	ALL staff KB, HS, JS

	Teachers to foresee any potential issues by strategically placing children in the line or with partner / group work Each class has a line up order to ensure certain children are not near each other Safety plans in place where needed to prevent any escalation of child on child. Regular circle time to discuss appropriate behaviours towards others. DSL and behaviour lead to cross reference Bromcom and CPOMS entries weekly, to ascertain if there are any child-on-child concerns.		
Pupils with SEND have communication barriers that deter or prevent them from disclosing	Ensure pupils with SEND have positive, trusting relationships with support members of staff Accessibility of curriculum – inclusive for all Staff have in depth knowledge of the pupils – able to interpret non-verbal cues, alternative communication methods. Worry monsters / boxes.	VC (DDSL) and AP (SENDco) to continue to support the 1:1 staff, using pictures / puppets, to support with SEND children or vulnerable children that are nonverbal or struggle to communicate.	DSL and SENCO have attended NSPCC safeguarding SEND training

	NSPCC speak out stay safe programme delivered to SEND children / vulnerable children over 6 sessions in small groups.		
Staff understanding / CPD.	Regular updates and local issues shared with staff. Staff training on child-on-child abuse and how to support the children through the curriculum. Staff safeguarding display in the staffroom and around the school. Safeguarding to be an agenda item on every SLT meeting. DSL and behaviour lead to meet weekly to cross reference CPOMS and Bromcom, highlighting any potential child on child concerns and actions put in place. Safeguarding/pastoral team to meet weekly	Safeguarding team meet weekly and discuss any safeguarding concerns of child-on-child abuse and liase with staff regarding safety plans or ways forward.	
Children who identify as LGBTQ+ may be reluctant to discuss their worries or concerns	All staff to form positive relationships with children to ensure they feel a sense of belonging and can talk to staff. Worry monsters Jigsaw sessions and whole school assemblies on accepting and celebrating our differences. Wishes and feelings and time to talk with a trusted adult.	Section to be added to the school's mental health policy action plan. Key school personnel to liaise with parents/carers. TS to update the mental health action plan, share with staff and add to the website	Class teacher and EWB staff liaise with each other and the parents /carers to ensure the child is included and feels safe and supported.

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	Designated EWB member of staff to be the child's person to talk to if they need it. Close liaison with parents / carers regarding preferred gender identity, preferred name, concerns regarding school routines (swimming, getting changed etc)		to update the mental health action plan, share with staff and add to the website

Review dates:					
Review date: *20/9/21*	**Review date:** **2.2.22**	**Review date:** *24.8.22*	**Review date:** 4.9.23	**Review date:** *May 16th 2023*	**Review date:** *3.9.24*
Review date: 16.9.25	**Review date:** **14.09.2026**				

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Any changes to this document must be identified and communicated to all relevant staff.

The significant findings of this risk assessment must be communicated fully with signatures to confirm understanding required.

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***ACADEMY NAME* SIGNATORY SHEET**
Risk Assessment Title: child on child abuse risk assessment
I confirm that I have communicated/trained the persons below on the content of this risk assessment: Name: Signature: Date:

By signing you are confirming that you have understood the document/training, and that you agree to abide by its content.

Print name	Signature	Date