

RISK ASSESSMENT
CHILD ON CHILD ABUSE/HARMFUL SEXUAL BEHAVIOUR

Name of School/College: Manor Wood School Risk Assessment Number/Identification:

Headteacher: Caroline Belchem DSL: Kyle Scott

Date Prepared: 6 September 2026

Review Date: Termly, and after any significant incident or emerging pattern

This risk assessment is a proactive assessment of the risks the pupil and student body are or may be exposed to, including offline and online risks both in school/college and outside of school/college, with regard to child-on-child abuse and harmful sexual behaviour.

It is distinct from any individual risk assessment(s) that may be required following a concern or allegation of child-on-child abuse or Sexual Harmful Behaviour towards an alleged victim or alleged perpetrator. (Individual Risk Assessments need to be sent to the Head Teacher, Principal or equivalent Safeguarding Governor and Regional Director/)

It will be reviewed every term (as a minimum) and will feed into and inform the governors' oversight of safeguarding, and school's risk register.

Please use the Risk Assessment Rating Scale on page 5 to provide level of risk rating.

The risk assessment must be signed by each relevant party on page for following each review.

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	Description	Potential Risk/s	Risk Rating	What action is being taken to minimise risk – please ensure there is an associated action plan in line with the risk rating	Person responsible for action/action plan
What is the makeup of the student body, including specific characteristics that might affect their vulnerability to child-on-child abuse: • Gender • Age • Learning difficulties/ special educational needs • Disabilities, • Sexual orientation • Religious and cultural beliefs • Transferred risk outside of school	Manor Wood is a specialist provision for pupils aged 5-16 with SEMH needs and an expanding ASC offer. Pupils may have additional communication, learning, sensory, mental-health or trauma-related needs. Individual characteristics do not in themselves indicate risk, but may affect recognition, reporting, understanding of boundaries and susceptibility to peer or online influence.	Potential barriers to disclosure; difficulty recognising coercion or harmful behaviour; increased susceptibility to bullying, grooming, online harm or exploitation; behaviour associated with SEND or trauma being misunderstood; transferred risk from home, community, peers or online contexts.	Medium Possible/could occur	Individual safeguarding and support planning; trusted-adult and keyworker relationships; adapted communication; therapeutic and trauma-informed practice; RSHE/PSHE, online safety and relationships education; staff vigilance and DSL oversight; family and multi-agency working; individual risk and needs assessments following concerns.	Headteacher; DSL/DDSL; SENDCo; Clinical/Pastoral Leads
Which students are affected, or are more at risk of being affected, by child-on-child abuse?	Any pupil may experience child-on-child abuse. Heightened vulnerability may arise where there are repeated safeguarding concerns, communication barriers, social isolation, attendance difficulties, missing education, online vulnerability, substance-related concerns, peer conflict, harmful sexualised behaviour, bullying, trauma or unmet belonging needs. A small number of pupils may account for a higher proportion of concerns and require individualised planning.	Under-reporting; repeated lower-level concerns viewed in isolation; power imbalance; coercion; online and offline abuse; retaliation; escalation; inappropriate assumptions about age, SEND, behaviour or communication; unmet needs of both the child harmed and the child displaying harmful behaviour.	Medium Possible/could occur	Maintain an 'it could happen here' culture; analyse repeated concerns by pupil and peer group; seek pupil voice using appropriate communication; separate and protect pupils where required; complete individual risk and needs assessments; targeted keywork and therapeutic intervention; consult families, social care, police and specialist services as appropriate.	DSL/DDSL; Headteacher; SENDCo; Clinical/Pastoral Team

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Have any trends been identified e.g. from concerns raised, behaviour of pupil/s or student/s	The safeguarding system does not currently record exploitation as a discrete category. Linked indicators recorded during the reporting period included grooming (3), criminal behaviour (4), substance abuse and addiction (4), drugs (3), alcohol-related concerns (2), children missing from education (4), online safety (4), cyberbullying (2), child-on-child abuse (4), harmful sexualised behaviour/language (4), sexual language (2), bullying (8), threats of harm (4), and attendance-related concerns (8). Categories may overlap and are not counts of unique pupils or confirmed exploitation incidents.	Potential exploitation indicators may be obscured across separate categories. Peer relationship difficulties, harmful or inappropriate interactions, attendance, missing education, substance-related concerns and online activity may interact. Aggregate data does not establish frequency, location, duration, recurrence, causation or whether concerns relate to the same pupil.	Medium Possible/could occur	DSL to triangulate safeguarding, attendance, behaviour and online-safety data at least termly; review repeated or co-occurring concerns by pupil, peer group and context; introduce a consistent exploitation indicator/tag; maintain preventative education, targeted support, family engagement and multi-agency consultation; report anonymised themes to safeguarding oversight.	DSL/DDSL; Headteacher; Attendance Lead; Behaviour/Pastoral Lead

	Description	Potential Risk/s	Risk Rating (Likelihood x Severity)	What action is being taken to minimise risk	Person responsible for action
Environmental factors and local awareness to which those students are associated:	Relevant contexts include peer groups within and outside school, family and community circumstances, attendance and missing education, substance-related concerns, online communication, cyberbullying and mobile-device use. Four Child Missing from Education	Potential grooming, coercion, criminal exploitation, unsafe peer influence or online harm may not be apparent when data is considered in isolation. Mobile-device involvement is not recorded as a separate category.	Medium Possible/could occur	Continue individual safeguarding and attendance monitoring; analyse missing episodes for frequency, duration, location and recurrence; review Smoothwall monitoring alerts alongside safeguarding, attendance and behaviour information; deliver contextual safeguarding, healthy relationships and digital resilience education; liaise with families and partner agencies where required.	DSL/DDSL; Attendance Lead; Online Safety Lead; Pastoral Lead

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• their peer group (both within and outside the school), • family • the school/college environment • their experience of crime and/or victimisation in the local community • their online activities and any vulnerabilities	concerns, four Online Safety concerns and two Cyberbullying concerns were recorded. Available aggregate data does not identify repeat episodes, location, duration or recurrence.				
Nature and level of risk of the different variants of child-on-child abuse within the school/college	Recorded themes included bullying (8), child-on-child abuse (4), harmful sexualised behaviour/language (4), sexual language (2), cyberbullying (2), online safety (4), threats of harm (4), criminal behaviour (4), and substance-related concerns. No significant or widespread pattern of child exploitation was identified from the available aggregate data. The themes nevertheless require continued monitoring and preventative work.	Physical, emotional, sexual and online harm; coercion; bullying; harmful sexual behaviour; unsafe relationships; under-reporting; retaliation; normalisation of inappropriate behaviour; escalation where repeated lower-level concerns are not considered collectively.	Medium Possible/could occur	Respond to every report; maintain zero tolerance of abuse; use individual risk and needs assessments where indicated; provide RSHE/PSHE, online safety, Votes for Schools and targeted one-to-one keywork; use protective, educative, restorative and therapeutic responses; seek pupil voice; monitor all affected pupils; consult social care, police or specialist services where thresholds or risk indicate.	DSL/DDSL; Headteacher; RSHE/PSHE Lead; Clinical/Pastoral Team
Any other relevant factors	Data limitations: exploitation and mobile-device involvement are not discrete safeguarding categories; concern categories may overlap; wider attendance analysis and individual case review are required before drawing conclusions about	Lack of consistent exploitation coding may reduce visibility of emerging patterns or create false reassurance if linked indicators are not triangulated. A small number of pupils may account for a greater proportion of concerns.	Medium Possible/could occur	Add a consistent exploitation indicator or analytical field; record context, location, peer links, online/offline factors and missing-episode detail; complete and document termly DSL trend analysis; triangulate safeguarding, attendance, behaviour and Smoothwall data; continue staff training; retain pupil-identifiable detail only in	DSL/DDSL; Safeguarding Administrator; Headteacher

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	prevalence, repeated pupils or causal links. The annual DSL reflection identifies continued priorities around early identification, preventative education, online/contextual safeguarding and targeted support.			individual safeguarding records; review annually and after significant incidents. Annual DSL reflection: No emerging school-wide pattern of exploitation was identified. Continue prevention relating to exploitation, grooming, healthy relationships, online safety and harmful sexualised behaviour; monitor pupils with attendance, missing education, substance, online and peer vulnerabilities; improve exploitation coding; maintain annual staff development and targeted intervention; triangulate safeguarding, attendance and behaviour data.	

Signatures

Signed: (Head Teacher/Principal or equivalent) Name Caroline Belchem Signature C R Belche,

Date: 06 09 2026

Signed (Safeguarding Governor) Signature

Date:

Signed: Regional Director/Operational Director Signature

Date:

Signed: Managing Director (as relevant) Signature

Date:

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Very Low Risk Improbable - unlikely to happen	Headteacher, Principal or equivalent and Safeguarding Governor/Regional Director/ Operational Director to approve with signature & date
Low Risk Remote but possible – unlikely, though conceivable	Headteacher , Principal or equivalent and Safeguarding Governor/Regional Director /Operational Director to review & reduce the risk rating further, if possible, by actioning any additional measures.
Medium Risk Possible/likely – could occur at some time	As above and Director of Safeguarding must be informed.
High Risk Probable/very likely to occur/occurring/expected to occur	As above and Managing Director of Service must be informed of the risk. Urgent Action is required.



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