

Risk assessment & safety planning for peer abuse is the responsibility of the Designated Safeguarding Lead, fulfilling the organisation's 'duty of care' to all people using the setting.

The purpose is to decide whether to re/admit a pupil with concerning behaviour & plan for the safety of the alleged/abuser, their alleged/victim, and others at the setting.

Risk assessment identifies the impact:

- Of alleged/abuser being educated at the setting
 - For the alleged/victim (if at the setting)
 - Of the alleged/abuser around other people
 - Of using strategies to minimise identified risks
- ..and helps staff to respond clearly and reduce risks to a manageable level.

Settings should follow [Information Sharing, Sept 19](#) to ensure sensitive & appropriate communication with other agencies.

All agencies should agree how to communicate with the alleged/victim, alleged/abuser, their parents/carers, staff & pupils, whilst ensuring that this does not prejudice any investigation and maintains individual confidentiality.

Process - risk assessments should be:

- recorded and included on the child's safeguarding file (or linked to SEN file)
- regularly reviewed e.g. through TAF or other meetings, and updated with any changes

A risk assessment should consider information from all agencies about:

- What the concerning behaviour is
- When & why the alleged/abuser may have behaved this way e.g. warning signs & triggers
- Any cultural context for the behaviour
- Related issues e.g. child exploitation, disability, abuse & neglect, substance/alcohol misuse
- Any language & interpretation needs of the alleged abuser/victim & their families to ensure full understanding of the safeguarding issues
- Age & understanding of alleged/abuser/victim
- Previous education experiences of the alleged/abuser (e.g. relationships, attainment)
- Views of parents/carers/family, their response, anxieties, level of cooperation/compliance
- Alleged/abusers cooperation, responsibility taken, understanding of the allegations & the victim's viewpoint

- Impact of social media
- Positive and negative friendship groups inside & the setting and in the community
- Mapping others at risk at the setting e.g. people related to concerns e.g. alleged/victim's siblings
- Alleged/abusers capacity to change, resilience, goals, attitudes, opportunities, engagement, participation
- Therapeutic support & other assessments from agencies & whether outcome has been positive
- Training needed to develop staff safeguarding & other skills e.g. behavioural understanding, disability, SEN, Team Teach

Safety planning:

This considers risk reduction & should include agreed measures & interventions to support the alleged/abuser & alleged/victim effectively e.g.:

- Writing a behaviour management plan, or a MyPlan, EHC Plan, which addresses current and future behaviour, likelihood and impact
- Internal support interventions for situations that the alleged/abuser/victim identifies as difficult
- Assessment of related safeguarding needs e.g. though an FCAF for alleged/abuser/victim
- Discussion & advice for practitioners to develop support for the alleged/abuser/victim
- Referrals for the alleged/abuser/victim e.g. restorative justice, mental health support, Sheffield Safeguarding Hub, Community Youth Team, Speech & Language, Ed. Psychologist
- Support & monitoring arrangements for alleged/abuser/victim and their families
- Frequency of contact between the child and family and supporting agencies
- Agreeing what work will be done by each practitioner
- Process for sharing information with agencies & the family e.g. Team Around the Family or other meetings
- What to do if the child goes missing e.g. monitoring attendance, staff contact
- Searches for weapons/substances/phones - see guidance in [Reasonable Force, Sept 19](#)
- Clarity for the alleged/abuser/victim about un/acceptable behaviour & consequences in and outside the setting