



Bristnall Hall Academy

Peer on Peer Abuse (POPA) Preventative Risk Assessment

Assessment conducted by: Antoinette Jackson	Job title: DSL
Date of assessment: 5 th October 2020	Date of next review: 11 th January 2021

Related documents
Health and Safety Policy, Safeguarding Policy; Peer on Peer Abuse policy; KCSIE 2020;

Risk assessment is about identifying sensible measures to control the risks. The process in this instance evaluates the threats and the risks of POPA and enables the likelihood that a pupil could be harmed, together with an indication of how serious the harm could be, to be considered.

Risk Rating			
Likelihood of occurrence For each issue/situation, determine the likelihood it will occur.	High (3) Likely to occur sometime	Impact of harm For each issue/situation, 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) Causes minor embarrassment

Risk/Issue	Likelihood of occurrence prior to action (3/2/1)	Impact of harm prior to action (3/2/1)	Recommended controls	In place? Yes/No	Recommended further points to think about	To be actioned by	Deadline	Likelihood of occurrence following action (3/2/1)	Impact of harm following action (3/2/1)
Staff are unclear on the academy's POPA policy and procedures; Staff do not recognise that children are capable of abusing their peers and how to prevent it and deal with it when it happens.	3	3	All staff complete POPA training POPA (Sept 2020)	Yes	Safeguarding training notes sent to all staff including lunch time staff and governors.	AJA/RDB	Bi-weekly	2	2
			Bi-weekly safeguarding training sessions throughout the year include all staff. POPA is revisited to consolidate understanding and reach new starters.	Yes		AJA	Bi-weekly		
			Safeguarding training notes and briefing sessions sent to all staff including lunch time supervisors	Yes		AJA/RDB			
			All new starters have robust safeguarding and welfare induction which includes Peer on Peer Abuse. They understand signs, symptoms and recording process.	Yes		AJA/RDB			

Children do not feel listened to or confident that appropriate action will be taken if necessary	3	3	<p>Collect pupil voice and address issues arising.</p> <p>All peer on peer incidents automatically provoke a response as outlined in Policy. A minimum six week support programme is in place with weekly reviews and sign off by DSL when satisfied with resolution.</p> <p>Collect student voice after each incident to ensure that all people involved feel that the matter is effectively resolved</p> <p>Create ethos of support within school</p> <p>Any incidents are discussed daily during SLT briefings and actions updated appropriately</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Student voice identifies a huge proportionate of children feel safe and confident and appropriate actions are taken in response to any form of bullying</p> <p>Children identifying as feeling vulnerable are tracked and supported.</p>	<p>AJA/LP</p> <p>Safeguarding team</p>		<p>2</p> <p>3</p>	<p>2</p> <p>3</p>
Pupils do not know who to talk to when they have a concern	3	3	<p>It is acknowledged that all forms of POPA is unacceptable and the community are regularly reminded of expectations.</p> <p>All students have access to universal mental health and well being support.</p> <p>All students have access to a non teaching specialist who supports, care and well being.</p> <p>Young people understand where and how to access support.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Evaluate each area of support using pupil voice.</p>	<p>AJA</p>	<p>Ongoing</p>	<p>1</p>	<p>1</p>

			<p>Helpline contacts available to all young people.</p> <p>Website promoting positive mental health and well being which includes helpline contacts.</p> <p>Assemblies, form time activities and PSHE lessons promote the importance of sharing concerns.</p> <p>Mental health five tier system promotes positive well being and is available to the BHA community</p> <p>Safeguarding team comprises of highly skilled professionals who are dedicated to year groups and specialist areas including vulnerable groups.</p>	Yes					
Academy does not have a climate of support	2	3	<p>PSHE and RSE programmes are embedded to support a culture of respect between pupils</p> <p>Reducing POPA and bullying is seen as everyone's responsibility.</p> <p>Pupils are encouraged to support other pupils who appear isolated to offer friendship and support and never stand by when abuse is perpetrated.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Check worry boxes are available and reviewed in AC bases.</p> <p>Extra POPA/HSB session scheduled in Lighthouse pathway.</p>	<p>AJA/ST</p> <p>AJA</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>2</p> <p>2</p> <p>1</p>	<p>2</p> <p>2</p> <p>1</p>

		<p>Victims and perpetrators are given appropriate support to reduce the risk of repeated incidents DSL attends training with LEA, Prevent and Inclusion Services</p> <p>Our PSHE programme is run by a dedicated teacher who forms part of the safeguarding team. All work is quality assured by Sandwell LEA link.</p> <p>POPA training has been completed and is visited during safeguarding briefings.</p> <p>Brook referrals are completed for victims and perpetrators who provide more specialised support.</p>							
Pupils do not know how to keep themselves safe online	3	3	<p>Online Safety features within the IT curriculum</p> <p>Robust Protective behaviours Programme</p> <p>Pupils are encouraged to use social media in a positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online</p> <p>Consent is given very high priority and is used in every day vocabulary</p> <p>Acceptable use policy agreement signed by pupil?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	Parent online safety information sessions?	Ongoing	<p>AJA/JM/ST</p> <p>Admin</p> <p>Safeguarding Team</p> <p>AJA/ST/JM</p> <p>CM/AJA</p>	1	3

			Acceptable use policy checks for signatures are reviewed by Admin team. Follow up in place for those not done.	Yes			Safeguarding		
			Safer Schools App – Students/Staff/Parents	Yes			AJA		
			PSHE/Assemblies and Form time activities ensure students understand how to keep safe online.	Yes			Safeguarding		
			Sandwell crime figures are reviewed by DSL and considered when PSHE planning.	Yes			AJA		
			All students access POPA assemblies where clear guidance around POPA is given. Students learn what is and is not acceptable. Potential victims and potential perpetrators receive clear messages during this training.	Yes			AJA		
Vulnerable children are not identified	3	3	The academy holds a list of vulnerable children including those who are SEND	Yes		Safeguarding/SEN Team	September 2020	2	2
			'Peer-awareness' sessions are held	Yes					
			Additional sessions are put in place to support understanding of social awareness and social cues, resilience and assertive skills.	Yes					

		<p>PSHE programme is adapted to meet the needs of our SEND children. PSHE teacher works in collaboration with SEN team to prepare and deliver lessons.</p> <p>Safer Schools App</p> <p>All parents of vulnerable and SEND children received follow up calls to support with Safer Schools App download.</p> <p>All vulnerable children are identified on registers and are on a safeguarding priority action list.</p> <p>The wider vulnerable groups who are not SEND or attached to Social Workers are identified by dedicated year group Achievement Coordinators.</p> <p>The wider vulnerable groups who are not SEND or attached to Social Workers are identified by dedicated year group Achievement Coordinators.</p> <p>Mental Health team are developing well being and resilience sessions</p>	Yes	Working with professional partners to enhance PSHE provision.					
Behaviour records are not routinely reviewed	2	3	<p>Monitoring system is in place</p> <p>Concerns in change of behaviour should be raised with the DSL</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	Consider individual and situational factors		LP/IJ/Safeguarding	1	1

			<p>DSL and behaviour leads discuss Student issues and behaviour daily.</p> <p>Behaviour data to monitored by Achievement Coordinators and AP for behaviour and attitudes/DSL</p>						
Toilets	2	3	<p>Unobtrusive monitoring of toilets</p> <p>Posters with helpline and support communication.</p>	<p>Yes</p> <p>Yes</p>	<p>Review and update posters</p> <p>Posters about respect and embracing our differences and the value of difference.</p> <p>Posters in toilets and cubicles to remind students of who they can talk to if they are worried</p>	Safeguarding Team	IJ	1	1
Classrooms	2	3	<p>Staff members supervise the students during lessons.</p> <p>Procedures in place for children and staff leaving the classroom.</p> <p>Respect and differences should be spoken about frequently. Pupils should be encouraged to reflect on their language (microaggressions) and</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Are there any unnecessary blind spots?</p> <p>Are there areas where children can be observed but continue to remain creative?</p>		All staff	2	2

			<p>mistreatment of each other even at a low level to cement the culture.</p> <p>SLT have allocated areas to supervise during transition and teachers greet students outside the classroom when entering.</p> <p>SEN provision is in place for those needing to leave the classroom.</p> <p>Toilet passes are distributed when appropriate.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>					
Hallways	2	3	<p>Staff monitor transition time between lessons, hallways are supervised</p> <p>Positive behaviour when moving through the school is regularly reinforced with all pupils</p> <p>Procedures in place for students leaving the classroom</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>			SLT	1	2

Outside areas	2	3	<p>Adequate supervision of students while outside.</p> <p>Staff absence is covered.</p> <p>CCTV in place.</p> <p>Adequate staffing to cover all bases.</p> <p>Boundary safeguarding checks are carried out by site staff.</p> <p>Staff are very proactive during social times and understand the need to observe and report any concerns.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>		IJ/Site Staff/AJA		1	3

Changing for PE	2	3	<p>Adequate supervision</p> <p>Additional considerations and facilities to meet the needs of any key groups (SEND, Trans etc).</p> <p>Students are well educated on equality and diversity.</p> <p>We replace the word tolerance with acceptance.</p> <p>Provision is made for those with body image issues who know where to access support.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>			September 2020	2	3
Background information on pupils is not shared appropriately or in a timely manner to prevent or reduce harm.	2	3	<p>Individual RA for pupils known to have HSB or as deemed necessary related to wider POPA.</p> <p>Parents and Carers are involved in RA's and support plans.</p> <p>Transition transfer of files and information is robust.</p> <p>DSL and Behaviour lead regularly review concerns</p> <p>Brooke are our professional partners and support with HSB or any inappropriate behaviours.</p> <p>Support and interventions is implemented and agreed by all stakeholders.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>				1	3

			Key workers assigned to those we have concerns about. Work is undertaken and they supervise and communicate to all staff any concerns.	Yes					
Lunch/break times	2	3	Awareness of increased risk due to opportunity during social times Adequate staff supervision is known hotspot areas Appropriate training and support for dinner supervisors Healthy staff ratio back up rota to support staff absence. All staff know and understand where and how to report any student concerns.	Yes Yes Yes Yes		IJ/AJA	September 2020	1	2
Payment points			CCTV or adequate staff supervision Place in open location Staff supervision is robustly managed by Assistant Principal for behaviour and attitudes Pupils encouraged to talk to a member of staff if money for food is lacking	Yes Yes Yes Yes	Designated times for use Avoid 'crush' times – ensure staff are in vicinity Encourage online top-up where possible			1	2

			Academy awareness of FSM pupils and removes stigma	Yes					
			Academy is aware of pupils suffering neglect or living in poverty to support as required.	Yes					
			Consideration is given to different year groups using the facilities at different times.	Yes					
			Staff supervision is robustly managed by Assistant Principal for behavior and attitudes.	Yes					
			Hot spots are well managed. All staff are aware of signs of neglect.	Yes					
			All students and parents know where to access support inside and outside academy hours.	Yes					
			Facilities have been considered.	Yes					
			40% of our children are pupil premium, there is no inequality.	Yes					
Stairs	2	3	Adequate staffing to support safety	Yes					
			Promote respectful use of stairs and immediately challenge misuse	Yes			September 2020	1	3
			Corridors are well staffed.						

			Stairwells are few at BHA and again monitored.						
Extra-curricular clubs			Any professional partner joining the BHA community understands the kind and caring ethos. EC clubs are well planned and adequately supervised by Enrichment Coordinator who has completed all Safeguarding and POPA training.	Yes Yes		LS/LP/AJA		1	3
Chat forums, eg Y6-Y7 transition			Chat forums and Teams channels are well supervised and managed by Assistant Principal and Achievement Coordinators. Pastoral team address any online misuse.	Yes yes		LP/AC's		1	3

			IT lead is a CEOP affiliate and contributes to appropriate online behaviour alongside all other programmes in place.						
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Signed : Antoinette Jackson

Signed: Kully Uppal