CHILD-ON-CHILD ABUSE POLICY AND PROCEDURES

This procedure applies to all day and boarding pupils within the Royal Russell Senior School, the Royal Russell Junior School and St. David's Preparatory School.

This policy should be read in conjunction with:

- Keeping Children Safe in Education (KCSIE) 2024
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)

Definition

Child on child abuse is any form of physical, sexual, emotional or financial abuse, or coercive control, exercised between children and within children's relationships, both intimate and non-intimate.

Abuse is not only the provenance of adults; young people can also be abusers of their peers. The most likely issues to involve some form of child-on-child abuse in our context are:

1. Serious bullying
2. Cyberbullying including sending nudes or semi-nudes
3. Child sexual exploitation
4. Harmful sexual behaviour including sexual coercion

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead, have to make their own judgements about each specific case and should use this policy guidance to help.

Vulnerable Pupils (SEND pupils, Boarders and pupils who identify as LGBTQ)

Staff should be aware that pupils with Special Educational Needs and Disabilities are more vulnerable to child-on-child abuse and can be disproportionately impacted without showing any outward signs.

Pupils who board at school face an additional risk due to the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. In addition, international boarders may find it harder to communicate what has happened to them if English is not their first language, and due to cultural differences, may find it harder to identify when behaviour towards them or someone else has become abusive.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor, however, they can sometimes be targeted by other children. This is also true of children who are gender questioning or who identify as transgender. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

Preventing Child on child Abuse

Staff Training

The School actively seeks to raise awareness of, and prevent, all forms of child-on-child abuse by ensuring staff are trained on the nature, prevalence and effect of child-on-child abuse and how to prevent, identify and respond to it. This includes understanding that all cases of child-on-child abuse must be immediately reported to the Safeguarding Team in order that the victim can be supported, the risk to the victim and other pupils can be mitigated and any trends in behaviour can be spotted and promptly addressed.

To support this, staff are trained in contextual safeguarding, identifying harmful sexual behaviour and the importance of taking seriously all forms of child on child abuse no matter how low level they may appear. In particular, staff are trained to:

1. Reassure any victim that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.
2. Never downplay abuse that occurs online or outside of the school; this should be treated equally seriously.
3. Never give the impression that a victim is creating a problem by reporting sexual violence or sexual harassment, nor make them feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
4. Take every opportunity to challenge attitudes which underlie such abuse.

All staff are expected to be 'professionally curious' and to consider the possibility that child-on-child abuse could be occurring, and to be mindful of the particular vulnerabilities of boarding pupils, pupils with SEND and pupils who identify as LGBTQ.

Pupil Education

It is part of the School's values to encourage pupils to value themselves and each other. We have a culture in which pupils are well behaved and infused through the pupils' education is the need for them to learn to be responsible and considerate citizens. To minimise the risk of a pupil becoming an abuser, the School:

1. Encourages and responds positively to good behaviour, seeking to reinforce and reward such behaviour.
2. Educates pupils about safe and healthy relationships.
3. Educates pupils about Safeguarding and Child Protection, including bullying, sexual harassment and sexual violence.
4. Seeks to create an open culture in which pupils can share their concerns openly and be listened to.
5. Works with the student body to prevent poor or abusive behaviour and to encourage positive behaviour
6. Reminds pupils regularly what to do if they witness, experience or have reported to them any form of abuse.

Identifying Child on child Abuse

Staff should recognise that child on child abuse is abuse. It must not be tolerated and regarded as 'banter' or part of growing up. The term applies to any abuse performed by one pupil on another, regardless of their ages.

Signs that a pupil might be suffering from child-on-child abuse overlap with those indicating other types of abuse. The Safeguarding and Child Protection Policy contains further information on these. Abuse affects individuals very differently. Child on child abuse symptoms might include:

- Experiencing difficulties with emotional wellbeing or mental health
- Becoming withdrawn; experiencing headaches, stomach aches, anxiety and/or panic attacks
- Changes in behaviour including alcohol or substance abuse
- Changes in appearance and/or starting to act in a way which is not appropriate for the pupil's age
- Abusive behaviour towards others

Where a pupil exhibits behaviour which is out of character for their age, staff should always consider whether abuse is contributing to the behaviour.

In all cases of child-on-child abuse, there is an imbalance of power within the relationship. This inequality will not always be the result of an age gap. It may be the result of relative economic or social status.

Peer group dynamics play an important part in determining a pupil's vulnerability to abuse. Staff should be alert to the differing behaviours pupils exhibit. Some may tend to follow; some might be socially isolated from their peers; others might be questioning or exploring their sexuality. These factors could make pupils more vulnerable to child-on-child abuse.

Staff should seek advice from the Safeguarding Team if they have any concerns about a pupil and should take into consideration the special educational needs/disabilities of a pupil when considering his/her behaviour.

Other school resources are available in Annex C.

Types of Child-on-Child abuse

There are many forms of abuse that may occur between children and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse. This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour - including accidently - before considering the action or punishment to be undertaken.

Action: this should be reported to the HoM and Head of Pastoral Care in the Senior School and the Pastoral Deputy Head in the Junior School. If a child has been injured at Royal Russell, the child should be assessed at the Health and Wellbeing Centre or by a First aider (if out of hours) and the parent should be informed, as well as the DSL / a DDSL. At St David's this would be reported to the Assistant Head Pastoral or Deputy Head Teacher, and any injuries would be seen in the Medical Room.

Sexual violence and sexual harassment.

These terms are defined above.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour,

and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

This must always be referred immediately to the Designated Safeguarding Lead or Deputy. The DSL / DDSL will follow the KCSIE Guidance for responding to and managing a disclosure.

Bullying. Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and those who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be intentional and include:

- An imbalance of power: young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing or contributing to hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Prejudiced Behaviour

The term 'prejudice-related bullying' refers to a range of hurtful behaviours, physical or emotional or both, which cause someone to feel powerless, worthless, excluded or marginalised, and which are connected with prejudices around belonging, identity and equality in wider society – for example, disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Action: incidents of bullying in the Senior School should be reported promptly to the Housemaster / mistress of the child/children involved and in the Junior School to the Pastoral Deputy Head or Phase Leader. At St David's the class teacher will investigate then share with the Assistant Head Pastoral. This may be escalated to the Deputy Head Teacher or the Head Teacher.

If there is a sexual or violent element, or the victim has a history of self-harm or suicidal thoughts, or has made reference to such, the Designated Safeguarding Lead or Deputy should also be informed.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

This means the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.It can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. It may include more than one child or young person.
This must always be referred immediately to the Designated Safeguarding Lead who will follow the government advice on how to deal with incidents.

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead who will follow the government advice on how to deal with incidents.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Action: Incidents of hazing or initiation ceremonies should be reported immediately to the Designated Safeguarding Lead or Deputy, so that an assessment can take place of the nature and seriousness of the behaviour.

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

This must always be referred immediately to the Designated Safeguarding Lead or Deputy. The DSL / DDSL will follow the KCSIE Guidance for responding to and managing a disclosure.

Responding to Allegations and Concerns about sexual violence and sexual abuse

As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working

with children are advised to maintain an attitude of '**it could happen here**'. **All staff** should respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the School.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the School will follow general safeguarding principles as set out throughout this policy. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the School. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the duty and responsibilities to protect other children and to report to the police when a crime against a child is suspected.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and higher social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Importance of understanding intra familial harms and any necessary support for siblings following incidents
- Are there ongoing risks to the victim, other children, adult students or school staff
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Where a concern is raised about child-on-child abuse, there is a need to act swiftly and sensitively. All concerns/allegations will be investigated thoroughly.

Whilst the Data Protection Act 1998 and GDPR place a duty to share information lawfully, they are not a barrier to sharing information where a failure to do so would place a pupil at risk of harm.

Fears about information sharing must not stand in the way of a pupil being protected from harm.

1. If a pupil is in immediate danger or at risk of significant harm, a referral to children's social care and/or the police should be made immediately. Staff may liaise with the DSL about making the call or go direct to the URGENT Multi Agency Safeguarding Hub: 0208 255 2888.
2. If a member of staff thinks that a pupil may be at risk of, or experiencing, abuse by their peers, or that a pupil may be at risk of or may be abusing their peer(s), they should discuss their concern with the DSL without delay in accordance with the referral process of the Safeguarding and Child Protection Policy. A course of action will then be agreed.
3. If a pupil speaks to a member of staff about child-on-child abuse he/she has witnessed or is a part of, the member of staff should listen to the pupil and again follow the guidance of the Safeguarding and Child Protection Policy.
4. All staff are to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are

creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'

Action by the DSL

1. The DSL will use their professional judgement to determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is also required.
2. In borderline cases, the DSL may consult with children's social care or other external agencies to determine the most appropriate response. Decisions will be supported with reference to guidance from the [National Police Chiefs Council on when to call the police](#).
3. Where the DSL considers or suspects that the behaviour in question might be abusive or violent (as opposed to inappropriate or problematic) the DSL will immediately contact MASH for guidance.
4. Parents will be informed as soon as possible, provided this does not present a safeguarding risk to the child.

The course of action is likely to be one of the following:

a. Manage internally with help from external specialists
b. Undertake/contribute to an inter-agency early help assessment
c. Refer the pupil to children's social care
d. Report criminal behaviour to the police
e. Undertake a Child-on-child sexual abuse Risk and Needs assessment (Annex B)

In any such event, all pupils involved, whether perpetrators or victims, will be treated as being 'at risk' and will be supported by services such as - internally - their House staff (Royal Russell School), the medical and counselling team, the Safeguarding Team and - externally - by specialist and/or children's social care.

Victims of child-on-child abuse will be supported through a risk assessment and safety plan drawn up by the Deputy Head Pastoral in liaison with the Safeguarding team (at Royal Russell) or the Safeguarding Team (at St David's). The School will ensure that medical, counselling and other appropriate services are offered to the victim and, in consultation with the victim and his/her parents, a plan will be agreed. This will be reviewed regularly.

Disciplinary Action

The School will consider whether disciplinary action may be appropriate for any pupil who has been involved. This action may be necessary to:

a. Ensure the pupil takes responsibility for, and realises the seriousness of, his/her behaviour
b. To demonstrate to pupils that child-on-child abuse can never be tolerated
c. To ensure the safety and wellbeing of other pupils.

These considerations will be balanced against the pupil's own potential unmet needs and any safeguarding concerns. Discussion with parents will form part of this consideration.

Before deciding on appropriate action, the School will always consider:

a. Its duty to safeguard all children from harm
b. The underlying reasons for a pupil's behaviour
c. Any unmet needs or harm or abuse suffered by the pupil
d. The risk the pupil may pose to other pupils
e. The severity of the child-on-child abuse and the causes of it.
f. Whether a criminal offence has been committed

A risk assessment of the situation will be carried out (with the help of the statutory authorities where appropriate) with a view to ensuring the safety of all pupils. Such a risk assessment might include:

1. Whether a pupil should be removed from school or from certain classes for a period of time
2. Whether sleeping arrangements need to be changed (in the case of a boarder at Royal Russell)
3. Whether contact with certain individuals needs to be managed.

A Safety Plan will be drawn up when an incident of sexual abuse or sexual violence has been reported for pupils affected by, or involved in, abuse outlining the expectations of pupil behaviour and measures put in place by the school to manage the situation. Support will be available for both victim and perpetrator, which will include liaison with their parents, other than in exceptional circumstances when for safeguarding reasons this isn't possible.

Ongoing Proactive Work

After any incident that has involved contact with children's services or the police, the School will undertake a review of its practices to see if anything can be learnt to prevent future abuse. Such a review is likely to consider some of the following questions:

a. What protective factors and influences exist within the School and how can these be strengthened?
b. How, if at all, did the School's physical environment contribute to the abuse, and how can the School address this going forwards?
c. Did wider gender norms, equality issues and/or societal attitudes contribute towards the abuse?
d. Does the abuse indicate the need for further staff training and/or pupil education?
e. Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other pupils in the School?

This policy should be read in conjunction with the policies listed below, all of which are available in the Staff Shared Area or on request

Anti-Bullying Policy (Royal Russell)
Anti-Bullying Policy (St David's)
Behaviour Policy (Royal Russell)
Positive Behaviour Policy (St David's)
Preventing Extremism and Radicalisation Policy
Safeguarding (including Child Protection) Policy

Reviewed and approved	SLT	May 2025
Reviewed and approved	Board	June 2025
Next review		September 2026

Annex A: **Child on child sexual abuse: What to do if a child makes a disclosure**

✔ Ask the child outright if they've been harmed and what the nature of the harm was

✔ Listen and reassure them that they will be supported and kept safe

✔ Reflect back, using their language

✔ Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

✔ Remember that:
  - This may only be the first incident the child has reported
  - Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse

✔ Make a written record as soon as possible, stating only the facts

✔ Tell our designated safeguarding lead (DSL) urgently:

✔ Where appropriate, take action yourself
  - If the child is in immediate danger or at risk of harm, make a referral to children's social care
  - If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.
  - Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

✘ Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'

✘ Ask leading questions

✘ Promise total confidentiality - explain who you will need to tell and why

✘ View photos or videos of a sexual nature
  - If you do so by accident or think you might need to in order to deal with the issue effectively, talk to our DSL

✘ Take notes while the child is talking, if at all possible

✘ Tell anyone about the disclosure unless they need to know in order to progress it

Annex B: Template of Risk Assessment

ROYAL RUSSELL CHILD ON CHILD SEXUAL ABUSE: RISK AND NEEDS ASSESSMENT AND VERSION RECORD

The School will use this template to help

- **Assess the risks to the children involved in an incident of child on child sexual abuse**
- **Meet the recommendations set out in [paragraphs 441 to 447 of Keeping Children Safe in Education (KCSIE)](#).**

How to use this template

We have used "Child A" and "Child B" to signify the children involved, rather than saying "victim" and "alleged perpetrator(s)". This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

We will consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. We will also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

We will work with the local multi-agency safeguarding team (MASH) when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other MASH agencies. We will add specific questions and considerations based on the nature of each incident and on the advice provided.

We will keep track of the changes made:

- Create a new copy of the document
- Update the version number at the top of the risk assessment
- Record what has changed in the update log (at the end of the document)
- Save the most recent version of the risk assessment on our Safeguarding Platform: MyConcern

This is a living document – which will be updated as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MASH, or information from the police and children's social care.

RISK ASSESSMENT – VERSION [NUMBER]

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident **Record details of the incident from the point of view of both children**	• How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	

Social Risks	• Do the children share a peer group? Are people in their friend group likely to take sides?
	• Do they both attend your school?
	• Do other people know about the incident? Do those people understand:
	  o Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing
	  o The importance of confidentiality
	  o If, and how, they may need to be involved in any further investigations
	• Are they likely to be the subject of gossip, bullying or further harassment?
	• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?
	• Do they risk being alienated from their friend group(s) as a result of this incident?				

Physical Risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff?				

	• Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?				

Environmental Risks	• Do they live in a home where violence or abuse has occurred?
	• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?
	• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?
	• What activities do they take part in outside of school?
	• Are parents clear about:
	  o How the school (and partner agencies) are handling the incident?
	  o Confidentiality?
	  o The conduct expected of them while an investigation is ongoing?				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

Annex C: Support for schools and colleges

Child Exploitation and Online Protection command: CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors

The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)

Support from **specialist sexual violence sector organisations** such as Rape Crisis or The Survivors Trust

The Anti-Bullying Alliance has developed guidance for schools about Sexual and Sexist Bullying

Online: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues

Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)

Childline/IWF *Report Remove* is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online

UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.