

### **What is Child on Child Abuse?**

Child on Child abuse is any form of physical, sexual, emotional, psychological and financial abuse, coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Child on Child abuse can take various forms, including (but not limited to): serious Child on Child Abuse (including cyber- Child on Child Abuse), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online Child on Child abuse is any form of Child on Child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, Child on Child grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

### **Signs of being a Victim of Child on Child Abuse:**

- Absence from school or disengagement from school activities
- Physical injuries
- Mental or emotional health issues
- Becoming withdrawn – lack of self esteem
- Lack of sleep
- Alcohol or substance misuse
- Changes in behaviour
- Inappropriate behaviour for age
- Abusive towards others

### **Stowe's Mission:**

Stowe believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via Child on Child abuse.

In order to prevent and tackle Child on Child abuse, Stowe adopts a Contextual Safeguarding approach, which is an approach to understanding, and responding to, the risk of harm to which children can be exposed, and/or harm which they can experience, beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools, and online can feature violence, coercive control and abuse.

The amount of control that parents can exercise in respect of on-line contact between their child varies but in the majority of cases parents feel powerless and have little if any active control or influence in these contexts, and the risk of harm to which children can be exposed, and/or harm which they can experience, outside of the family, can undermine parent-child relationships.

Therefore, children's educators and social care practitioners need to engage with individuals and sectors that do have influence over/within extra-familial contexts and recognise that assessment of, and intervention with, these extra-familial contexts, is a critical part of safeguarding practices. Contextual Safeguarding; therefore, expands the objectives of child protection systems in recognition that children are vulnerable to and can experience, abuse in a range of social contexts.

All staff operate a zero-tolerance policy in respect of Child on Child abuse and will not pass off incidents as 'banter' or 'just growing up' and all staff will adopt 'it could happen here' mentality. All systems, processes, and policies at Stowe operate with the best interests of the child at their heart.

All staff recognise that Child on Child issues may include but are not limited to:

- Child on Child Abuse (including cyber Child on Child Abuse)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm or the threat of physical harm or abuse.
- Sexual violence and sexual harassment or the threat of such abuse.
- Abuse related to sexual orientation or identity
- Sexting as set out in section 17
- Initiation type violence and rituals
- Emotional abuse
- Child on Child can also occur within intimate relationships
- Child on Child can also occur within initiations/hazing such as harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

The following will be considered when dealing with incidents:

- Whether there is a great difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- Child on Child abuse may affect boys differently from girls and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up.
- Barriers to disclosure will also be different. As a result, Stowe needs to explore the gender dynamics of Child on Child abuse and recognise that these will play out differently in single sex, mixed or gender- imbalanced environments or due to different cultural backgrounds.
- Some children may be more likely to experience Child on Child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

In order to minimise the risk of Child on Child abuse taking place, Stowe must adopt a **whole school approach** and:

- Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like. This may include covering relevant issues for schools through Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory from September 2020. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education\(RSE\) and health education](#).
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the Pupil Code of Conduct and/or the **Child on Child Abuse Policy, Digital Safety Policy and Stowe's Safeguarding and Child Protection Policy**.
- Ensure staff, governors, pupils and parents are appropriately trained in recognising the signs that Child on Child abuse is happening.

This includes:

(i) Contextual Safeguarding

(ii) The identification and classification of specific behaviours, including digital behaviours

(iii) The importance of taking seriously all forms of Child on Child abuse (no matter how 'low level' they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.

(iv) Social media and online safety, including how to encourage children to use social media in a positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online. Training includes educating pupils about the nature and prevalence of Child on Child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSHE and the wider curriculum.

- Ensure pupils are supported adequately through mental health provisions such as Counselling, HouseParents, Matrons, and Welfare Prefects.
- Creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture:
  - which is founded on the idea that every member of our school community is responsible for building and maintaining safe and positive relationships, and helping to create a safe school environment in which violence and abuse are never acceptable:
- In which students are able to develop trusting relationships with staff and in which staff understand, through regular discussion and training, the importance of these relationships in providing students with a sense of belonging, which could otherwise be sought in problematic contexts,

- In which students feel able to share their concerns openly, in a non-judgmental environment, and to be listened to,
- Which (i) proactively identifies positive qualities in students (ii) nurtures these qualities; (iii) teaches and encourages students to think about positive hopes for the future; and (vi) supports students in developing small-scale goals that enable realistic ambitions.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence under the Voyeurism (Offences) Act 2019 and must promptly report any such incidence to the Head, DSL or most senior member of staff. Sending nudes and/or semi nudes can also amount to sexual harassment.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education**, to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [KCSIE 2023 : Part 5](#)

### **Dealing with a Child on Child Abuse Incident/Disclosure**

#### **General Principles:**

Addressing inappropriate behaviour (even if it appears to be relatively innocent) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is essential that all concerns and allegations of Child on Child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment. There is recognition that Child on Child Abuse will more likely affect girls than boys; however, staff and fellow pupils should be alert for Child on Child Abuse involving both genders and non-binary identifying students.

Staff taking a report should never promise confidentiality, as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. All concerns should be reported immediately onto MyConcern.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decides to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered. The DSL knows there is a statutory duty to cooperate with the safeguarding partnerships.

Any response should:

- Include a thorough investigation of the concern(s) or allegation(s) and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children’s social care to carry out this investigation,
- Treat all children involved as being at potential risk
- While the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.
- Stowe will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter,
- Where an incident of Child on Child abuse has happened outside Stowe, Stowe will still treat the disclosure seriously and investigate thoroughly and best safeguard the pupils involved as much as possible.
- No response from Stowe will ever seek to downplay abusive behaviours as it can lead to a culture of unacceptable behaviour, an unsafe environment and a culture that normalises abuse. Stowe will also never underestimate the scale of how much Child on Child abuse could be happening.
- 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.

### **The Role of the DSL**

In each case of Child on Child abuse, the appropriate response and the level of intervention will depend upon the nature, gravity and complexity of the issues raised.

However, in each reported case, the role of the DSL must be considered and the following factors considered;

### **Communication between the DSL and others.**

#### 1. Should the DSL speak to the child making the allegation?

Factors to take into account will be;

- To whom has the child spoken and in what degree of detail?
- Has the child spoken to another member of staff/houseparent?
- Does the child have a preference as to whom he/she wishes to speak, based on for example, relationship with the member of staff or gender?
- Would further conversations be comforting/reassuring to the child or distressing to have to repeat conversations?
- Is an investigation necessary?
- Who will be conducting the investigation?

There is a balance to be struck between ongoing support and speaking with a child (and repeated questioning) particularly if there is any prospect of the matter triggering a criminal investigation.

In cases where other teachers/staff are taking the lead in speaking with the child, the DSL should consider whether it is appropriate to speak with the child to make clear his/her role

and to explain that the child can speak with the DSL in addition to whomever is dealing with the allegation. This can be seen as a supportive role rather than as an active part of the investigation.

2. Should the DSL speak to the child against whom the allegation(s) is made?
  - Is an investigation necessary?
  - Who is conducting the investigation?
  - Who is co-ordinating the investigation if it is complex and involves several/multiple individuals?

**In cases where other teachers/staff are taking the lead in speaking with the child, the DSL should consider whether it is appropriate to speak with the child to make clear his/her role and to explain that the child can speak with the DSL in addition to whomever is dealing with the allegation.**

#### **Communication with the relevant parents.**

The DSL must clarify in each case which member of staff is taking the lead in communicating with the parents of the child making the allegation and the parents of the children against whom the allegations being made.

The DSL should contact the relevant parents setting out who is dealing with the complaint, in what capacity and who will communicate actions taken. For example, if the Head is taking an active role in an investigation and ultimately issues sanctions, he/she will wish to communicate those decisions.

#### **Any investigation will take into account;**

That the abuse may indicate wider safeguarding concerns for any of the children involved and consider and address the effect of wider sociocultural contexts.

Factors to be considered are;

- the child's/ children's peer group (both within and outside the school)
- the child's experiences of family life (whether the child perceives or has experienced a nurturing/abusive family life)
- the school environment
- their experience(s) of crime and victimisation in the local community; and the child/children's online presence.

All of the above will need to be considered to assess whether changes may need to be made to the arrangements for the child to address the child/ children's needs and to mitigate risk.

#### **Risk Assessment:**

When there has been a report of Child on Child Abuse, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and

- All the other children (and, if appropriate, adult students and staff) at the Stowe and it is not the role of Stowe to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process. Rather, Stowe should be aware of its own position and responsibilities.

The risk assessment will be documented on the form known as “Child on Child risk assessment form” which will evidence the factors considered in any particular case. This process will identify the need (if any) for any changes to the living or teaching arrangements for any pupil within the school environment. It is recognised that in a boarding school, the victim may not be able to escape their perpetrator as frequently or for as long periods of time as if they were at a ‘day’ school. This needs to be taken into account in the Risk Assessment.

**Where there is an alleged incident of Child on Child abuse between pupils within the same boarding house.**

A risk assessment will need to be made immediately after the incident to ensure the safety for all those involved. This needs to take into account the physical geography of the house is restrictions on movement is needed to further safeguard pupils. The school will always reserve the right to remove pupils if they are assessed to be a genuine danger to themselves or others.

It is not the role of Stowe to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process. Stowe will act in accordance with its statutory duties and codes of practice to safeguard the children mindful of its own position and responsibilities.

Risk assessments will be recorded (written or electronic) and will be kept under review. At all times, Stowe School will be actively considering the risks posed to all their pupils and putting adequate measures in place to protect them and keep them safe.

**Child on Child abusive behaviour can only be stopped if information is shared.**

A pupil who is a victim of Child on Child abuse or who sees another pupil being subjected to Child on Child Abuse is urged to approach any member of staff or other responsible person. There is an online option to report Child on Child abuse/safeguarding concern on Stowe’s VLE.

Those who can help might include:

- Deputy Heads/ HouseParents /Head of PSHE
- A friend
- A responsible older boy or girl (school prefects or house prefects)
- A member of L6 Mentors / Welfare Prefects
- Parents
- HouseParents, Matron or other member of the House staff
- Tutor
- Any member of staff or trusted adult
- The Chaplaincy team
- Independent Listener

- The School Counsellors
- The School Doctor or Medical Centre staff
- Childline
- Children's Commissioner

In all cases, pupils, parents and staff can expect that they will be taken seriously and that the information they give will be dealt with as confidentially as possible with a victim centred approach to the investigation and subsequent actions. Punishment will depend upon the severity of the incident. Very severe or persistent cases of Child on Child Abuse may be punished by Head's Sanctions, suspension, or ultimately expulsion, as determined by the Head.

#### **Role of Parents that suspect their child is being subjected to Child on Child abuse:**

1. Parents with concerns about Child on Child Abuse should contact the Houseparent, DSL, Senior Deputy Head, Deputy Head Pastoral, Head of PSHE or Tutor as soon as they feel they need to.
2. In cases of serious Child on Child Abuse, the incidents will be recorded by staff and the Headmaster notified. They will be recorded on MyConcern.
3. If necessary, parents will be asked to come in to a meeting to discuss the Child on Child Abuse.
4. The Child on Child Abuse behaviour or threats of Child on Child Abuse will be investigated and every attempt will be made to ensure that the Child on Child Abuse stops immediately.
5. In addition to any necessary disciplinary measures, Stowe will implement pastorally supportive measures to endeavour to help the pupil carrying out the Child on Child Abuse, to change their behaviour.

Parents should not:

1. Attempt to resolve the issue by speaking to the child whom they think may be acting as the perpetrator, or by speaking to their parents.
2. Encourage their child to be abusive back. Both of these will only make the problem much harder to resolve.

#### **HOW TO TACKLE CHILD ON CHILD ABUSE**

##### **1. Prevention**

- Through the promulgation of this policy.
- Through the PSHE/RSE programme and through chapel services, assemblies, tutor group discussions and by engaging with outside agencies and groups (e.g. *Kidscape/Beyond Equality*) aimed at raising awareness of Child on Child Abuse at Stowe. This will include explicit teaching on fostering healthy and respectful relationships. It will also be made clear the robustness with which the school will tackle Child on Child abuse, especially sexual harassment and sexual violence between different or same sexes.
- By openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring



responsibilities. Stowe will also teach its pupils that using any prejudice based language is unacceptable.

- Through the promotion of L6 Mentors, Welfare Prefects and the wider school and house prefect system.
- By ensuring that all new staff are made aware of the School's Child on Child Abuse policy through the new staff induction programme.
- By raising awareness amongst staff through frequent training opportunities and ensuring they are active in supervising situations/areas in which Child on Child Abuse can take place.
- By raising awareness amongst pupils, encouraging solidarity amongst them and making them realise that adults do have the ability to stop Child on Child Abuse.
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- Creating an inclusive environment, which promotes mutual respect and celebrates diversity. Through PSHE, Tutorials and House Meetings, Stowe will look to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Celebrating success is an important way of creating a positive school ethos around the issue.
- Implementing changes recommended following the risk assessments undertaken.

## 2. Action to stop Child on Child Abuse which is happening

(a) The immediate aims of this action must be:

- To prevent further Child on Child Abuse.
- To encourage the pupil involved to take control over what happens next.

(b) The eventual aims of this action must be:

- To increase the empathy, self-esteem and assertiveness of the pupils involved
- To make the perpetrator acknowledge and accept responsibility for his/her actions.

Therefore:

- A Child on Child Abuse incident must be communicated to those who can deal with it effectively.
- The HouseParent(s) must be informed, and he/she has the responsibility for ensuring that an investigation takes place, or in very serious cases, for passing on that responsibility to the Head, Senior Deputy Head, Deputy Head and DSL. The Houseparent should also consider at what stage to consult with parents.
- The Houseparent may share information about the incident at the next Houseparent's meeting, or at the next staff meeting as advised by the Senior Deputy Head or Deputy Head Pastoral.
- At all stages of an investigation into an incident accurate written notes and relevant correspondence between parties must be kept by staff (ideally using MyConcern). The

member of staff investigating the incident must work with the victim and if possible obtain his/her consent for any further action; a written record of the details of the incident(s) must be kept, preferably on MyConcern.

(c) Possible courses of action

Every incident of Child on Child Abuse is different and will need sensitive handling by the member of staff dealing with it. An investigation must take account of the fact that the victim's point of view is inevitably subjective. In all cases, the pupils involved might feel immediately supported by any or all of the following:

- Encouraging the pupils involved to talk about the incident and, in particular, their feelings and taking them seriously.
- Suggesting that a friend or group of friends is brought in to talk about the incident.
- Identifying the times/places/situations where the bullying happens and thinking of ways of avoiding these.
- Suggesting ways in which the bully can be confronted/dealt with, including
- asking friends and other pupils to stand by the victim and to report incidents of bullying to staff
- 'Discovery' of the bullying in progress by a member of staff
- Staff-led group discussion in which the bully is involved but not identified
- Using the services of the School Counsellors or another member of staff to help the pupils involved to be more assertive or socially skilled.
- Using the services of the School Counsellors or another member of staff to help bullies to control their aggression and to be more empathetic.
- Using the services of L6 Mentors / School Welfare Prefects / House Prefects.

**Safeguarding and supporting the victim:**

- By offering them an immediate opportunity to talk about the experience with their HouseParent(s), tutor, or another teacher/adult if they choose.
- Counselling service\*.
- By talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.
- L6 Mentors/House Prefects & School Welfare Prefects.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- By offering restorative justice as a mediation service.
- By taking the disciplinary steps described below to prevent more Child on Child Abuse
- \*CBT is available through private arrangement between parents and CBT therapist.
- The Victim should also be given the opportunity to frequently feedback about their experiences of Stowe's handling of the incident and subsequent investigation and its outcomes.

**Other Considerations:**

- Stowe will think carefully about the terminology it uses to describe the "victim".

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Stowe is aware that, by the very nature of Child on Child abuse a power imbalance is likely to have been created between the victim and alleged perpetrator.
- Acknowledgement that victims will likely find the experience stressful and distressing, and that this will be particularly exacerbated if the victim and alleged perpetrator are both at Stowe/in the same peer group.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that Stowe is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of name-calling is likely to be vastly different from that for a report of rape.
- Staff need to be aware that pupils may not tell staff verbally and may instead exhibit signs that they hope adults will react to. A report may also come about following an overheard conversation. As per Part One of KCSIE 2023, staff should act immediately on any concerns about a child's welfare. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward.

### **Supporting the Perpetrator:**

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The position of the perpetrator if found to have perpetrated Child on Child abuse is one that will be carefully considered and often requires a careful balancing of many factors. There is always the need to safeguard the victim (and the wider pupil/student body) and whilst providing the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. To complete this difficult balancing task the school will;
- Consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child is likely to experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials.
- Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

- It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.
- [The National Organisation for the Treatment of Abusers \(NOTA\)](#) provides support for professionals involved in work with, or related to, sexual offending.

### **DISCIPLINARY STEPS**

- As well as taking steps to change the bully's pattern of behaviour through discussion and counselling\* if necessary, the following disciplinary measures will be used as appropriate:
  - Officially warning the perpetrator that their behaviour must stop.
  - Informing the bully's parents/guardians.
  - Sanctions.
  - In more serious cases or where the bullying persists following other disciplinary measures,:
    - Suspension for a fixed period of time
    - Permanent exclusion.
- CBT is available through private arrangement between parents and the CBT therapist.
- Taking disciplinary action against the alleged perpetrator(s) should however be undertaken in conjunction with providing support to the perpetrator(s); they are not mutually exclusive and it is important that the perpetrator(s) is given the correct support to try to stop reoffending and to address any trauma which may be causing the behaviour

### **Unsubstantiated, unfounded, false or malicious reports**

As set out in paragraph 68 of Part one of KCSIE 2023 , all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

**This policy must be read in conjunction with the school's safeguarding policy, anti-bullying policy and behavioural policy.**

Further Resources:

		Organisation/Website/Guidance and what they do
Specialist Organisations	<a href="#">Barnardo's</a>	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
	<a href="#">Lucy Faithfull Foundation</a>	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
	<a href="#">NSPCC</a>	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
	<a href="#">Rape Crisis</a>	National charity and the umbrella body for their network of independent member Rape Crisis Centres.
	<a href="#">UK Safer Internet Centre</a>	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
Support for Victims	<a href="#">Anti-Bullying Alliance</a>	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
	<a href="#">Rape Crisis</a>	Provide and sign post to a range of services to support people who have experience rape, child abuse or any kind of sexual violence.
	<a href="#">The Survivors Trust</a>	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
	<a href="#">Victim Support</a>	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
	<a href="#">Brook</a>	Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.
Toolkits	<a href="#">NSPCC</a>	Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

	<a href="#">Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire</a>	Child on Child Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to Child on Child abuse.
<b>Confidentiality</b>	<a href="#">Gillick competency Fraser guidelines</a>	Guidelines to help with balancing children’s rights along with safeguarding responsibilities.
	<a href="#">NSPCC: Things to know and consider</a>	Information sharing and confidentiality for practitioners - things to know and issues to consider.
<b>Information Sharing</b>	<a href="#">Information Commissioner’s Office: Education</a>	Information to help schools and colleges comply with General Data Protection Regulation (GDPR).
	<a href="#">Government information sharing advice</a>	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
<b>Further information on sexting</b>	<a href="#">UKCCIS: Advice for schools and colleges responding to sexting incidents</a>	Advice for schools and colleges on responding to incidents of ‘sexting.’ Supporting them in tackling the range of issues which these incidents present.
	<a href="#">London Grid for Learning- collection of advice</a>	Various information and resources dealing with sexting.
<b>Support for parents</b>	<a href="#">Parentzone</a>	Provides expert information and resources to help make the internet work for families.
	<a href="#">Childnet: Advice for parents and carers to keep children safe online</a>	Advice and resources to help parents and carers to keep children safe online.
	<a href="#">Parentsafe- London Grid for Learning</a>	Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
	CEOP <a href="#">Thinkuknow</a> advice for parents:	Advice/resources on how to approach and deal with concerns about what children may be doing online.
	<a href="#">Challenging harmful sexual attitudes and their impact</a>	On the Thinkuknow site, this resource helps challenge harmful sexual attitudes.
<a href="#">Supporting positive sexual behaviour</a>	On the Thinkuknow site, advice on how to start a conversation to support positive sexual behaviour.	