



Child on Child Abuse Policy

Date Agreed by the Governing Body	November 2022
Date to be reviewed	November 2025
Date of last review	November 2019
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DPD

1 Aims

1.1 The Royal Grammar School is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other children. This is known as 'child-on-child abuse' or 'peer-on-peer abuse'. The school is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child-on-child abuse is abuse and should never be passed off as "just banter", "just having a laugh", "part of growing up" or "boys being boys". We appreciate that often there are barriers to reporting child on child abuse and as such, we understand that even if there are no reports it does not mean it is not happening. We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times.

2 Definitions

2.1 The following terms and associated definitions will be used throughout this policy.

- 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.
- Child/children refers to any young person under the age of 18.
- Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- Child-on-child abuse (or peer-on-peer abuse) refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim. Child-on-child abuse (or child on child abuse) is most likely to include (but is not limited to);
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

3 Purpose

3.1 This policy has been written to

- ensure that the school, including all of those working on behalf of the school, follow all statutory guidance and advice relating to child-on-child abuse;
- provide stakeholders with information about Royal Grammar School works to prevent child-on-child abuse;
- provide stakeholders with information about how Royal Grammar School responds to concerns, disclosures and/or allegations relating to child-on-child abuse; and to
- provide stakeholders with information about how the school continues to support victims of child-on-child abuse following the conclusion of an investigation.

4 Legislation and relevant documentation

4.1 This policy adheres to and must be read alongside the school Safeguarding and Child Protection policy. Additional information about the school approach to child-on-child abuse can be found in **Appendix A**.

4.2 All staff and stakeholders should also refer to the Safeguarding and Child Protection Policy in relation to any safeguarding matters or concerns.

4.3 This policy is part of a suite of school policies relating to safeguarding and child protection. For further details, please see

- Behaviour Policy,
- RSE Policy,
- Anti-Bullying Policy & Guidance
- Home School Agreement
- Sixth Form Agreement
- Mobile Phone Policy
- Searching Students guidance

4.4 This policy adheres to all statutory guidance and legislation, including (but not limited to):

- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children (2018)
- Early Years Foundation Stage Statutory Framework (2021)
- Children Act 1989 and 2004
- Data Protection Act (2018)
- General Data Protection Regulations (2018)

4.5 The school will also refer to the government guidance documents 'Sexual Violence and Sexual Harassment in Schools and Colleges (May 2018)' when managing reports or disclosures of child-on-child abuse of a sexual nature and 'Searching, Screening and Confiscation (January 2018)' as necessary.

4.6 Rather than unnecessarily duplicating content from Keeping Children Safe in Education (2022) in this policy, it should be understood that Royal Grammar School will always refer to this document as the benchmark for all safeguarding practice.

5 Scope

5.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Royal Grammar School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

5.2 This policy has been developed by **the Designated Safeguarding Lead – David Durning**

6 Roles and Responsibilities

6.1 Role of the Governors

6.1.1 The governors/proprietors will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2022) and any other relevant statutory guidance.
- Ensure that the school's safeguarding and child protection policy includes all relevant information as outlined in Keeping Children Safe in Education (2022).
- Ensure that policies (including this policy), procedures and training in the school are effective and comply with the law at all times.

6.2 Role of the Headteacher/Principal

6.2.1 The Headteacher/Principal will:

- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2022) and any other relevant safeguarding statutory guidance and legislation.
- Ensure that this policy and all other relevant policies are followed by all staff.
- Liaise with the Designated Safeguarding Lead about ongoing enquiries, particularly those under section 47 of the Children Act 1989 and police investigations.
- Ensure that the school curriculum includes education opportunities to minimise incidents of child-on-child abuse.
- Ensure that the school site promotes positive behaviour and minimises the opportunity for child-on-child abuse.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with The Teachers' Standards 2012).

6.3 Role of the Designated Safeguarding Lead

6.3.1 The Designated Safeguarding Lead will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2022) and any other relevant safeguarding statutory guidance and legislation.
- Undertake any training required to uphold their post and the responsibilities outlined in this policy.
- Act as a source of support, advice and expertise for staff in relation to child-on-child abuse.
- Manage disclosures of and concerns about child-on-child abuse.

- Make referrals to Children’s Services and the police as appropriate.
- Ensure that this policy is known, understood and used appropriately by all staff.
- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with The Teachers’ Standards 2012).

6.4 Role of all staff

6.4.1 All staff will:

- Uphold all responsibilities under the school Safeguarding and Child Protection Policy, Keeping Children Safe in Education (2022) and any other relevant safeguarding statutory guidance and legislation.
- Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of child-on-child abuse or become aware of cases of child-on-child abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take.
- Be clear as to the school policy and procedures on child-on-child abuse and the important role they have in preventing this type of abuse.
- Be made aware that child-on-child abuse can happen in school, out of school or online.
- Be made aware that even if there are no reports of child-on-child abuse, it doesn’t mean that it isn’t happening.
- Be made aware that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Be expected to challenge any inappropriate behaviours between children which are actually abusive in nature.
- Report any concerns relating to child-on-child abuse to the Designated Safeguarding Lead immediately.
- Receive training in how to respond appropriately to incidents of consensual and non-consensual sharing of nude and/or semi-nude images or videos. Where incidents involve sexting or indecent images of children, members of staff will not view, download, print or share images. The Designated Safeguarding Lead should be made aware of the incident immediately.

7 Training

The school will ensure that all staff have been trained to recognise and respond to child-on-child abuse.

This will include child on child abuse elements of safeguarding training at induction training, regular (at least yearly) updates and 3 yearly refresher training.

8 Procedures to minimise child-on-child abuse

8.1 The school have a responsibility to minimise opportunities for child-on-child abuse. We do this by: Having a clear pastoral structure for students to feel safe speaking to, an online confidential reporting system, logging and monitoring of incidents and patterns on CPOMS, training staff to spot early identifications of abuse, challenge inappropriate behaviours, have a preventative curriculum, & following the school’s behaviour policy.

8.2 We recognise that some children may be more vulnerable to child-on-child abuse than others. For example, children who have already experienced abuse, those that have special

educational needs or disabilities (SEND), children living in care and children who are LGBTQ+ and/or have other protected characteristics under the Equality Act 2010 may be more likely to face child-on-child abuse than other children.

Whist research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviours such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

8.3 We address child-on-child abuse through our curriculum, in line with Relationships Education, Sex and Relationships Education and Health Education guidance. The curriculum covers the following issues:

- Consent
- Healthy relationships
- Self-worth
- Bullying and discrimination
- Online safety
- Sexual expectations and myths (including pornography)
- Sharing of nude and semi-nude images

9 Responding to concerns or disclosures of child-on-child abuse

9.1 The school takes child-on-child abuse seriously and will respond to all concerns or disclosures of child-on-child abuse immediately.

9.2 We ensure that there are a range of different ways that children can disclose abuse. This includes

- Reporting to a member of staff
- Reporting on the school confidential reporting system, [Tootoot](#).
- Seeking support of school counsellor

9.3 If a member of staff has a concern about child-on-child abuse, or if a child discloses child-on-child abuse to them, they will refer this to the Designated Safeguarding Lead immediately, in line with the school's Safeguarding and Child Protection policy.

9.4 Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. This will vary depending on the type of child-on-

child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

9.5 The Designated Safeguarding Lead will always consider the following;

- the wishes of the victim in terms of how they want to proceed. The victims will 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;
- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;
- both the chronological and developmental ages of the children involved;
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;
- the impact on the victim;
- if the alleged incident is a one-off or a sustained pattern of abuse; and
- if there are ongoing risks to the victim, other children, adult students or school or college staff.

9.5.1 Depending on the nature of the incident/s, the Designated Safeguarding Lead may

- Seek further information from those involved and witnesses.
- Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a referral to the police.

9.6 Supporting the victim

9.6.1 The school recognises that child-on-child abuse has a significant impact on young people and victims are likely to need ongoing support.

9.6.2 Appropriate support will be put in place for victims of child-on-child abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care.

9.6.3 The school will do everything we can to maintain the victim's normal routine.

9.6.4 The school will do everything we can to protect the victim from further bullying and harassment as a result of their disclosure.

9.6.5 If a victim of child-on-child abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues.

9.7 Supporting the alleged perpetrator

- 9.7.1 The school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing educational provision. Options may include removing from any classes they share with the victim, considering how best to keep the victim and alleged perpetrator a reasonable distance apart on the school premises and on transport to and from the school.
- 9.7.2 We recognise that children who perpetrate child-on-child abuse may be being abused themselves. The school will continue to safeguard the alleged perpetrator and provide them with support.
- 9.7.3 A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse.
- 9.7.4 If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other child at the new setting.

9.8 The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.

9.9 The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child-on-child abuse. In this case, we will follow the school Behaviour Policy in determining the level and severity of sanction. Where a child is cautioned or receives a conviction related to an incident of child-on-child abuse, the school will If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our Behaviour Policy. Where cases are classified as "no further action" (NFA) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

10 Local Arrangements and Making Referrals

10.1 The school adheres to local safeguarding arrangements, as outlined by ESAS.

10.2 For further details of how the school works with partner agencies in responding to safeguarding incidents including incidents of child-on-child abuse, please see the school's Safeguarding and Child Protection policy

11. Record-keeping

11.1 When there has been a report of sexual violence, the DSL will 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, staff) at the school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded on CPOMS and be kept under review.
- The DSLs will ensure they are engaging with MASH where appropriate

11.2 Members of staff will follow the procedures for recording a disclosure outlined in the school's Safeguarding and Child Protection policy.

12 Parent/s and Carer/s

- 12.1 Parent/s and carer/s will be informed of incidents unless sharing information puts a child at greater risk of harm.
- 12.2 Careful consideration will be given in cases where the child wishes to withhold information from their parent/s or carer/s and the school will operate within the law and relevant guidance at all times.
- 12.3 Children will always be encouraged to speak to parent/s or carer/s about child-on-child abuse.

13 Boarding and Residential Schools

We recognise that within a boarding environment, with students living in close proximity with one another and with some students sharing bedrooms, social spaces and bathrooms that there are greater opportunities for child-on-child abuse to occur. Therefore, there is additional guidance for Boarding staff to help support both boarding staff and the students who board at RGS. This guidance is attached as Appendix C and it is expected that all boarding staff who have interactions with students follow these guidelines.

In general terms Boarding staff will follow the school policies in relation to Child on Child Abuse.

In addition to the school policy the following are examples of specific procedures in relation to Fraser Youens House and RGSHW's boarding setting;

- Residential Housemasters hold weekly meetings whereby Boarders of Concern are raised and discussed.
- Boarding Staff log any incidents or concerns regarding behaviour or potential issues via Reach. These incidents are a standing item in the weekly Housemaster/mistress meetings.
- Boarding Staff regularly use CPOMS
- Boarding Tutors hold twice termly meetings with their tutees to discuss any issues that arise in both main school and boarding.
- Residential Housemasters see a number of students individually who have been identified as having a need for extra support. The regularity of these meetings will be determined by the needs of the students (Welfare Plans).

- Matron holds a daily clinic in the morning and after school to see any boarders who wish to see her regarding medication or for support.
- Room Risk Assessments are put together and reviewed on a termly basis (individual rooms may be reviewed more regularly if issues arise).
- Boarders have input (this information is not shared with other boarders) into their rooming allocation for the following year.
- Boarding Staff and Prefects receive additional guidance and/or training on Safeguarding within boarding and how to support fellow students if a disclosure occurred.
- The Head of Boarding is an ADSL and if a case of Child on Child Abuse is suspected he would meet with the DSL to discuss any risk assessment and whether this would impact on either the victim or alleged perpetrator and their ability to remain within the boarding setting.

Appendix A: The school approach to child-on-child abuse

Responding to Alleged Incidents Responding to reports of sexual violence and sexual harassment

All reports of child on child abuse will be assessed on a case by case basis with the DSLs (Designated Safeguarding Leads) taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the DSL or social care). Staff will, however, only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably a DSL) is present.
- The DSLs will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the DSL will 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, staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded on CPOMS and be kept under review.

The DSLs will ensure they are engaging with MASH where appropriate.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider:

- 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.
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour.
- The ages of the children involved.
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a SEN/D?
- If the alleged incident is a one-off or a sustained pattern of abuse.
- Are there ongoing risks to the victim, other children, staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on the school premises and on transport to and from the school.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report:

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be

appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions and discussions around making these decisions will be recorded and stored.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols.

Where statutory assessments are appropriate, the DSLs will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the MASH as above.

Where a report of rape, assault by penetration or sexual assault is made, the starting point will be to contact the police.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, the school will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school takes do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our Behaviour Policy.

Where cases are classified as "no further action" (NFA) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

We will support the victim of sexual assault to remain in school but if they are unable to do so, we will support them in continuing their education elsewhere.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation, the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other students).

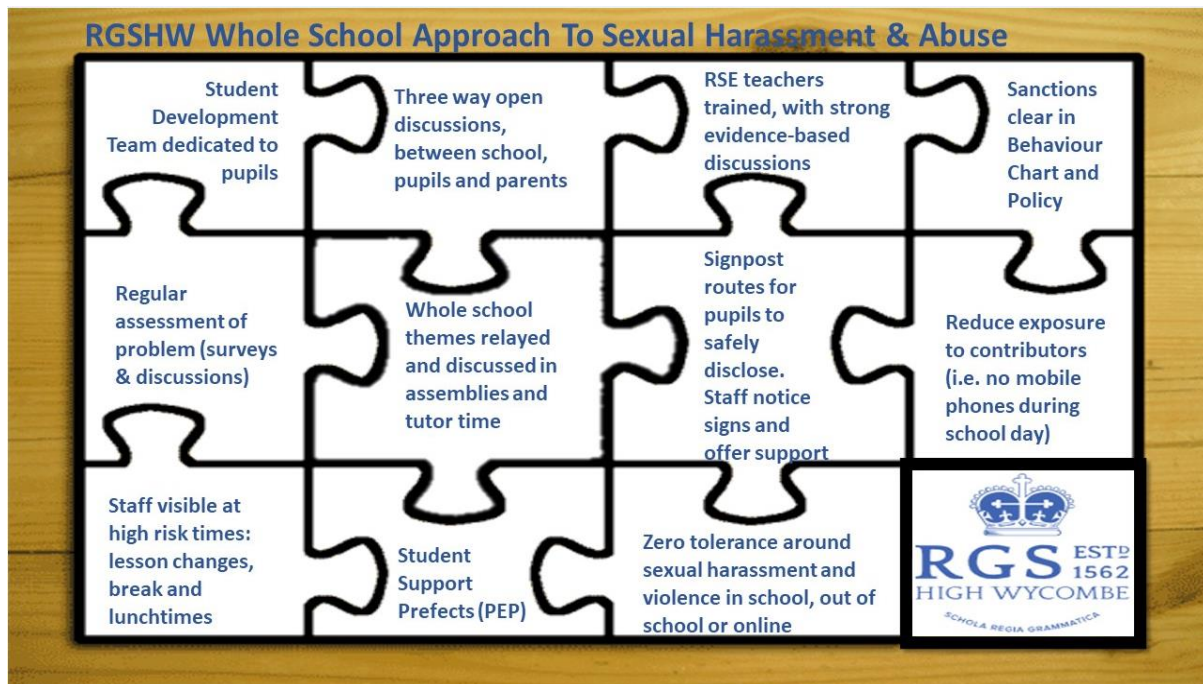
Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our Behaviour Policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

Any arrangements should be kept under review.

Appendix A. i)



Appendix B: Further Resources

The school use a range of resources (in addition to those referenced in the main body of the policy) to support in minimising child-on-child abuse, training staff and responding to concerns or disclosures. This appendix details this additional documentation.

[Brook Sexual Behaviours Traffic Light Tool](#)

This should not be used unless professionals have attended relevant and updated training.

[Harmful sexual behaviour between children and young people, NICE](#)

[NSPCC Harmful Sexual Behaviour Framework](#)

[Preventing and Tackling Bullying Advice \(2017\), HM Government](#)

[What to do if you are worried a child is being abused \(2015\), HM Government](#)

[Sharing nudes and semi-nudes: Advice for education settings working with children and young people, UKCIS](#)

[Behaviour in schools: Advice for headteachers and school staff \(2022\), Department for Education](#)

[Appendix C: Additional Guidance Child on Child Abuse](#)