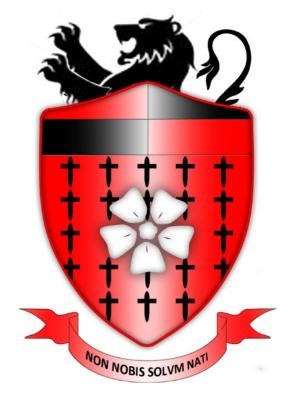# Hornsea School & Language College

Peer Conflict/Child on Child Abuse Policy incorporating Child-on-Child Sexual Violence and Harassment

Last Reviewed:	**Date:** September 2025	**By:** Kay Sullivan
Approved by:	**Headteacher:** 26.11.25	**Governing Body:** 26.11.25
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Introduction

Keeping Children Safe in Education 2025 maintains a strong emphasis on the duty for schools to guard against the negative impact on children's welfare, happiness and development, caused by peer conflict and child on child abuse.

A key priority at Hornsea School and Language College (HSLC) is ensuring the safety and well-being of all pupils. The Positive Discipline system is the mechanism by which unacceptable and inappropriate behaviours are challenged and managed. This is seen as essential to developing and maintaining a safe and secure learning environment for all. In pursuit of this, school staff will remain vigilant and when identified, respond and work to address all forms of behaviour involving instances of unpleasantness / peer conflict and child on child abuse, including harassment and discriminatory behaviours and inappropriate abusive sexual behaviour in all forms.

HSLC adopt the following definition of Bullying (child on child abuse): *"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"* (Guidance on Preventing and Tackling Bullying, Department of Education, July 2017). HSLC accept that bullying behaviours can include a range of behaviours including physical, emotional, verbal, sexual, cyber and racial.

Where appropriate, relevant law, statutory guidance and HSLC policies have been used to inform the creation of this policy. This includes

- The Children Act 1989
- Keeping Children Safe in Education 2025 (DfE)
- Sexual violence and sexual harassment between children in schools and colleges (2021) (DfE)
- Ofsted Review of sexual abuse in schools and colleges, June 2021
- Working Together to Safeguard Children (2023 2018) (HMG)
- Preventing and Tackling Bullying (2017) (DfE)
- HSLC Child Protection and Safeguarding Policy 2025
- HSLC Positive Discipline Policy 2025
- Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence' (East Riding Safeguarding in Education Team)

HSLC are aware that children can abuse other children, and that this can happen inside and outside of school and online. It can be an isolated incident or part of a pattern and may involve, power imbalance, intent and repetition. A distinction will be made between child-on-child abuse and lower level peer conflict, to ensure there is an accurate portrayal of the prevalence of both within school. All staff are aware of the different types of child-on-child abuse and the indicators, which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional abuse – deliberate unpleasantness, name calling, scapegoating, humiliating etc
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- Upskirting (which is a criminal offence), 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. Staff

are aware that 'up skirting' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.
- Initiation/hazing type violence and rituals

HSLC recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported or identified. As such, it is important that staff are vigilant and speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse – observed or reported.

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviours to become tolerated, normalised or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously, and concerns acted upon and support provided. Pupils and families are able to share concerns with the Inclusion Team (Pastoral/Student Support Team/Learning Enhancement), and also, share concerns through the online Big Red Button which is monitored by the DSL/DDSL. This may involve utilising the school Positive Discipline Policy and sanctions where appropriate. Students are aware of how to share concerns in confidence – the Big Red Button is heavily publicised throughout the school and through the HSLC website.

The school Life Studies curriculum supports the inclusive ethos of HSLC and allows children to identify this type of abuse, reinforces that this is not acceptable in anyway and supports children to seek help should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.
Concerns about children' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with children involved and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing policies, including, acceptable use of IT, Positive Discipline and Child Protection policies.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Children's Social Care involvement, appropriate contact and Request for Service documents (if needed) will be made in-line with local safeguarding procedures.

In cases of possible Hate Crime, a separate referral will be made to the Humberside Police Hate Crime reporting system Humberside Police Online Reporting Hate Crime - Humberside Police Online Reporting Hate Crime - or via 101 or online at the ERYC web site - ERYC web site

This will not prevent or delay the school in following their own internal disciplinary procedures and/or making a Request For Service - to SaPH if this is required.

If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, 999 must be called.

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional will be updated, and school will share information with and take advice from these agencies. This will include the status of any investigation, supervision, forward planning and details of any Police involvement. School will make every effort to ensure that during such investigations all children involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

HSLC will make every effort will be made to minimise disruption to the education of all involved.

Whilst it is important that the school does not assume guilt without clear evidence or direction from other agencies, it is important to ensure that the victim or alleged victim is fully protected and supported throughout the process.

In circumstances where a child may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need-to-know basis and the child and parents/carers.

Unpleasantness between pupils / peer conflict

HSLC has a large and diverse school community numbering over 1000 pupils. Whilst regrettable, it is inevitable that on occasions, individual pupils will find themselves in situation where conflict may arise. This could involve behaviours ranging from incidents that are easily managed within school pastoral / behaviour structures to more significant issues that require a higher level of response and follow up after the initial disclosure or information sharing.

This would normally involve behaviours that do meet the expectations of the HSLC RESPECT campaign (See Appendix 1) and would as a result initially at least be brought to the attention of and addressed by the Inclusion Team. This will often involve work with individual pupils (or groups) to resolve differences, working in a restorative manner wherever possible.

When deemed appropriate, sanctions in line with the HSLC Positive Discipline Policy will be applied, but this is not a default position and every case will be reviewed on individual circumstances and often, the response of the pupils involved to the intervention will be factored in.

Inclusion Managers will monitor all incidents categorised under this section – 'Unpleasantness between pupils / peer conflict' – and will take a view as to whether concerns need to be escalated to an instance deemed to be 'Bullying' or 'Child on child abuse' in consultation with the Designated Safeguarding Lead.

Child on child abuse

This is categorised as behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. It involves behaviour that intentionally hurts another individual or group either physically or emotionally. HSLC takes the stance that bullying and the features of bullying behaviour(s) (in line with the accepted definition adopted within this policy), with the inherent capacity to cause harm, is synonymous with and a form of child on child abuse. Any form of abuse or harmful behaviour will be dealt with immediately and consistently to reduce the extent of harm to those involved. School staff will seek to work positively with parents and carers and where appropriate, partner agencies, to successfully resolve identified difficulties.

It is the case that such behaviours can be located on a broad spectrum of severity, impact and risk (potential and actual for victim and perpetrator) and school will always endeavour to make full sense of the situation when making professional judgements and to inform decision making (i.e. in terms of context, pupil response, support required, risk issues and sanctions necessary).

Obviously, and it is fully accepted by school, that situations arising that involve the above behaviours can quite rightly generate a clear strength of feeling and an equally strong desire for issues to be addressed. As such, it is important to be clear about how such behaviours are defined and what the pertinent characteristics are and what the warranted response is. For example, incidents that may initially be described as 'bullying (Child on Child Abuse)' may in fact be more accurately described as "instances of unpleasantness / peer conflict".

Our aim is to ensure that the response of school to alleged incidents (that may be highly charged situations and very complex) is characterised by decision making that is evidence based, thorough, consistent, fair, balanced and informed. This approach underpins the whole school approach and commitment to maintaining the safeguarding culture and inclusive ethos of HSLC and our duty of care in relation to dealing with any form of such unacceptable behaviour(s) that become evident within the school community.

Child on child abuse involves a potential escalation of concerns and is seen as behaviour by an individual or group of individuals, which can be a significant one-off incident or repeated over time. It may be appropriate to regard child on child behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the young people concerned. The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of child on child abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation, SEND factors etc. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not. The extent to which a deliberate or contrived situation has been created for a young person to be able to harm another is carefully considered.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

Child-on-Child Sexual Violence and Harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2025 will be followed, along with the Safeguarding in Education Team 'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'.

It is recognised that sexual violence / abuse and sexual harassment are never acceptable and can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

HSLC adopts a school wide 'zero tolerance' approach to such behaviours. It is recognised that it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally), potentially in and out of school.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured 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.

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures, for example anti-bullying, behaviour, child protection and online safety.

Regarding the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress.

Staff recognise that an initial allegation or sharing of a concern to a trusted adult may only be the first incident reported and could be part of a pattern of previous and ongoing incidents rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation and identity.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response:

The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in-line with Part Five of KCSIE 2025 and relevant local/national guidance and support.

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all students and staff and any actions that are required to protect them.

The consideration of concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Family Help etc.).

Important considerations which may influence this decision include:

- the ages of the children involved
- the developmental stages of the children involved
- 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
- any other related issues and wider context, including any links to child sexual exploitation (CSE) and child criminal exploitation (CCE)
- whether there are any ongoing risks to the victim, other children, or staff
- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour - Harmful Sexual Behaviour - has been displayed
- any power imbalance between the children
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.

Routinely and in most instances, the DSL or most appropriate member of staff will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this decision making will be on a case-by-case basis.

The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.

Any information shared with parents/carers will be in line with information sharing expectations, ~~school confidentiality,~~ and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social care and/or the Police) to ensure a consistent approach is taken.

If at any stage the DSL is unsure how to proceed, advice will be sought from the either / or the Safeguarding in Education Team, the Family Help School and Community Team and / or SaPH.

As result of the clear potential for serious harm and distress caused by inappropriate sexual behaviour, harassment and violence, incidents of this nature between pupils will be viewed initially as incidents of Child on child abuse / serious one off incidents, even if the criteria of power imbalance, intent and repetition (in particular) are not fully met.

Hate Based incidents

Different forms of abuse are well documented in the HSLC Child Protection and Safeguarding Policy, which can be found on the school website. It is the case that child on child abuse can take many forms and is often motivated by prejudice against particular groups steered by a dislike for a person's:

- race
- religion
- gender
- sexual orientation
- special educational needs or disabilities

or where a child:

- is adopted or in care;
- has caring responsibilities;
- is suffering from a health problem;
- is frequently on the move (e.g. those from military families or the travelling community)
- is experiencing a personal or family crisis
- has actual or perceived differences, (e.g. physical or cultural differences)

Issues surrounding Honour Based Abuse (HBA), Forced Marriage and Radicalisation may also be relevant where coercion or power imbalances are involved between peers. It is also important to recognise that child on child abuse may well involve pupils in school and young persons and children in other contexts, thus making a full range of abuse types possible.

The extent to which any victim has given consent is also important and if indeed 'consent' can be understood to have been given.

Contextual Safeguarding

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child on child abuse therefore needs to consider the range of possible types of child on child abuse set out above and capture the full context of children's experiences. This can be done by adopting a 'contextual safeguarding' approach and by ensuring that our response to incidents of child on child abuse takes into account any potential complexity.

This Policy and procedures encapsulate a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

Bullying which occurs outside the school premises

We will follow the procedures outlined in the HSLC Positive Discipline Policy and our disciplinary powers to address the conduct of pupils when they are not on school premises and are not under the lawful control or charge of a member of school staff. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, off site during lunchtimes, during the evening at weekends or during the school holidays. Where abuse outside of school is

reported to the school, we will investigate and take appropriate action. We will also consider whether it is appropriate to notify the Police if we believe an offence has taken place.

Process

1. School made aware and log of concerns (this may be from a variety of sources)
2. Information logged, shared within Inclusion structure and reviewed to establish level of concern, type of behaviour (category), immediate risk / safeguarding / support issues to be addressed and how to progress and level of support needed to address concerns
3. Any behaviours that are judged by school to meet the above criteria will be thoroughly investigated (form example, taking statements, checking school CCTV). This will be overseen by a member of the HSLC Senior Leadership Team, and a member of a Senior Inclusion Lead will take the lead in coordinating the school response
4. School decision making response formulated, recorded and put in place – involving designated staff to lead and undertake specific work – investigate / report / feedback / share information via contact home / complete identified follow up work / establish safety and risk management plans where necessary for those involved / follow up review (pupils / home)
5. Consider and discuss referral to partner agency or Safeguarding and Partnership Hub (SaPH) contact if safeguarding concerns identified or need for partner agency involvement via Early Help Assessment process.
6. Consider school based intervention e.g. ELSA or targeted work to support identified need (victim and perpetrator)
7. Confirmation of how to access ongoing support if required and agreed arrangements and expectations
8. Subsequent post incident review to ensure that concerns remain resolved

Preventative Strategies

At HSLC we recognise that it is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way.

Firstly, and most importantly we recognise that child on child abuse can occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This is done by ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This is linked to the requirement explicitly placed upon staff to be "*useful*", "*kind*" and to "*make a difference*" to the lives of the young people attending HSLC. This is supported by our strong and positive Life Studies curriculum (PHSE) that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

We also strive to have an open and honest environment and school community where all staff feel confident and able to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. All staff treat each other with respect, and everyone is encouraged to listen to each others' views, needs and concerns.

Review

This Policy will be reviewed annually and by exception should legislation or statutory guidance change.

RIGHT — Place, time, equipment, uniform and ATL

ETIQUETTE — Moving around school in a sensible way

SWEARING — Express yourself in an appropriate way

POLITE — Manners - saying please and thankyou

ESTEEM — Be respectful, tolerant and proud

COURTESY — Being kind to others

TIDY — Put litter in the bin, leave classrooms as you find them

Appendix 2 - Types of Child on child Abuse

There are many forms of abuse that can occur between children and the following list is not exhaustive:

Physical abuse

Physical abuse may include hitting, kicking, nipping, 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 accidentally before considering the action to take or sanctions to introduce.

Bullying – physical, name calling, homophobic etc.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Young people who bully and those who are bullied can have long-term problems.

To be considered as bullying, the behaviour must be aggressive 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 or have the potential to happen more than once.

Cyberbullying

The rapid development of, and widespread access to, technology has provided a medium for cyberbullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. Cyberbullying involves the use of mobile devices, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram, Twitter etc. to harass, threaten or intimidate someone for the same reasons as outlined in 3.2 above.

Cyberbullying can fall into criminal behaviour under the Malicious Communications Act 1988 (Section 1) which states that a person who sends electronic communications which are "indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim" would be deemed to be have committed an offence. The Communications Act 2003 (Section 127) further supports this and states that a person is guilty of an offence if he/she sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or if for the purpose of causing annoyance, inconvenience or needless anxiety to another he/she sends a message by means of a public electronic communications network knowing that the message is false.

If the behaviour involves the taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no option but to involve the Police to investigate these allegations.

Bullying which occurs outside the school premises

We will follow the procedures outlined in the Positive Discipline Policy and our disciplinary powers to address the conduct of pupils when they are not on school premises and are not under the lawful control or charge of a member of school staff. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, off site during lunchtimes, during the evening at weekends or during the school holidays. Where abuse outside of school is reported to

the school, we will investigate and take appropriate action. We will also consider whether it is appropriate to notify the Police if we believe an offence has taken place.

Youth Produced Sexual Imagery (previously referred to as 'sexting')

Youth produced sexual imagery is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics' or 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving youth produced sexual imagery comes to a school's attention we will follow the guidance as set out in the Dfe Sharing nudes and semi-nudes: advice for education settings working with children and young people Dec 2020.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school or sports team etc. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it 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 or established members of the organisation or 'gang', because they have all experienced this as part of a 'rite of passage'. Many rituals involve humiliation, embarrassment, abuse and harassment.

Prejudiced bullying/behaviour

The term prejudiced-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices related to 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 (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as 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. Abuse can occur online and offline and is never acceptable.

Sexual violence and sexual harassment between children

Sexual Violence - Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent

Sexual Harassment - Sexual comments, sexual "jokes" or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and videos, sharing of unwanted explicit content, up skirting, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation (coercion and threats

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour.

A model continuum to demonstrate the range of sexual behaviours presented by children can be used when seeking to understand a pupil's sexual behaviour and deciding how to respond to it. In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

- make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and other private areas of the body.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case by case basis with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

Some situations, however, are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal Dfe Sharing nudes and semi-nudes: advice for education settings working with children and young people, December 2020

APPENDIX 3 - Useful Resources and Contacts:

Child-on-Child abuse, including bullying, sexual violence and harassment
Rape Crisis: https://rapecrisis.org.uk
Brook: www.brook.org.uk
Disrespect Nobody: www.disrespectnobody.co.uk
Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
Stop it Now! www.stopitnow.org.uk
Parents Protect: www.parentsprotect.co.uk
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Diana Award: www.antibullyingpro.com/
Bullying UK: www.bullying.co.uk
Kidscape: www.kidscape.org.uk

Online Safety
NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
Internet Watch Foundation (IWF): www.iwf.org.uk
Childnet: www.childnet.com
UK Safer Internet Centre: www.saferinternet.org.uk
Report Harmful Content: https://reportharmfulcontent.com
Marie Collins Foundation: www.mariecollinsfoundation.org.uk
Internet Matters: www.internetmatters.org
NSPCC: www.nspcc.org.uk/onlinesafety
Get Safe Online: www.getsafeonline.org
Parents Protect: www.parentsprotect.co.uk
Cyber Choices:
https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
National Cyber Security Centre (NCSC): www.ncsc.gov.uk