



Policy title:	Child on Child Abuse Policy
Policy folder:	Pastoral
Last reviewed:	September 2025
Next review:	September 2026
Lead by:	Headteacher
Responsible committee:	Finance, Pupils & Resources Committee

Introduction

At Lantern Lane, we have a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported – we understand that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim(s) (the child who has been, or the children who have been harmed) and **alleged** perpetrator (the child who has allegedly harmed a child or children).

Policy Development & Linked Policies

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2025, following consultation with the school senior leaders, governors, staff, parents/carers and pupils, through focus groups and a consultation period. It also takes account of local authority arrangements.

This policy is available from our website and printed copies are available upon request.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

This policy concentrates on child-on-child abuse in general, with a section dedicated to sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2025) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Roles and Responsibilities

All staff working with children maintain an attitude of ‘**it could happen here,**’ and this is especially important when considering child-on-child abuse.

The Head teacher has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is everyone’s responsibility – however, all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Senior Designated Safeguarding Lead (DSL) is Pete Fowlie (Headteacher) and the 3 deputy DSLs are Nuala Thompson (Deputy Headteacher), Paula Panther (Assistant Head) & Jen Evans (Wellbeing Assistant).

The nominated Governor with responsibility for child-on-child abuse is Nicholas McGowan (Chair).

Definitions

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudiced-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 or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- 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). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Recognising:

At Lantern Lane, we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

Reporting and Responding:

At Lantern Lane we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim(s) (the child who has been, or the children who have been harmed), **alleged** perpetrator (the child who has allegedly harmed a child or children), and any other child(ren) who may be affected.

Please note, the terms victim and alleged perpetrator are used to identify the children involved - there should be no assumption of guilt on the part of the alleged perpetrator, pending investigation. We also acknowledge that some individuals may not identify as a 'victim' and the broadness of this definition.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community: the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Children (including bystanders):

It is important to understand that a victim (a child who has been harmed) may not find it easy to tell staff about their abuse verbally - some children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

All children will know how to report concerns or incidents of child-on-child abuse. Children (victims and/or witnesses) are encouraged to report any such instances to 'a trusted adult' so it can be dealt with promptly. Children are given examples of trusted adults – class teacher, senior leaders, support and administrative staff DSL & Deputy DSLs – and asked to think of more at school and home.

Staff recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

The member of staff will listen to the child and make an initial note of their concerns; they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report using CPOMS. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

If you can't access CPOMS, write a written record on paper forms available from the school office and give to DSL/Deputy DSL immediately. If no forms are available, record your concern on paper with your name, signature and date.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has worry boxes across the school; children can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the children at the start of the year, and children are reminded of them regularly.

Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of (has been harmed) or is an alleged perpetrator (has allegedly harmed a child or children) of child-on-child abuse.

In line with the statutory guidance, we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

Parents and carers are encouraged to share any concerns with their child's class teacher, with the knowledge that they can also discuss any issues with senior leaders and safeguarding staff. Information on how to report concerns is shared regularly via newsletters and online with the school community.

Our reporting procedures will be followed in all cases. The member of staff will make a formal record of the concern/report using CPOMS. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

If you can't access CPOMS, write a written record on paper forms available from the school office and give to DSL/Deputy DSL immediately. If no forms are available, record your concern on paper with your name, signature and date.

We ask that parents/carers speak directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of (are being harmed/has been harmed) or that they are perpetrating (are harming/have harmed a child or children) child-on-child abuse, they should act on them immediately rather than wait to be told.

Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim (a child who has been harmed) may not make a direct report. We recognise that in some instances another child may report on another child's behalf. A child may not disclose directly, and staff must be vigilant, and rather than waiting for a disclosure recognise that young people may not always make a direct report. Information may come from overheard conversations or observed behaviour changes.

Our reporting procedures will be followed in all cases. The member of staff will make a formal record of the concern/report using CPOMS. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

If you can't access CPOMS, write a written record on paper forms available from the school office and give to DSL/Deputy DSL immediately. If no forms are available, record your concern on paper with your name, signature and date.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to.

We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system (CPOMS/My Concern etc.) and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

Supply staff or other visitors all agree to pass on any concerns related to children to a senior member of staff, when signing into the school upon entry.

Recording and evaluating:

Our reporting procedures will be followed in all cases. The member of staff will make a formal record of the concern/report using CPOMS. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' and risk assessments are recorded electronically on CPOMS and kept under review.

Strategies for Prevention:

Our school actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

Staff training – including for staff, supply staff, governors, volunteers, and visitors on:

- All forms of abuse, neglect, or exploitation
- Contextual safeguarding ('harms outside the home' or extra-familial harm)
- Identification and classification of specific behaviours – SVSH, HSB etc.
- Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys."
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
- Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- Ensuring that the Governing body are aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
- Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support. This information will be discussed by senior leaders on a half termly basis and data analysis shared with Full Governing Body every term.
- Training and regular updates regarding online risks, harms, and technology-assisted abuse, and appropriate signposting of further support and advice in relation to online safety.

Information for children

- Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
- All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
- They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
- Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RHE/RSHE curriculum, PSHE curriculum or wider curriculum
- Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- Teaching of age-appropriate information regarding online risks, harms, and technology-assisted abuse, and appropriate signposting of further support and advice in relation to online safety.

Information for parents/carers:

- Talking to parents, both in groups and one-to-one; via newsletters, presentations and information available online
- Providing opportunities for parents to be involved in the review of school policies and lesson plans; and
- encouraging parents to hold the school to account on this issue
- Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
- Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
- Ensuring parents /carers are aware of the ethos and culture of the school
- Sharing of regular information regarding online risks, harms, and technology-assisted abuse, and appropriate signposting of further support and advice in relation to online safety.

RHE (Relationships and Health Education) / RSHE curriculum -

- The school have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum
- Our RHE/RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)
- We will, through our RHE/RSHE/PSHE programme promote:
- Healthy and respectful relationships
- Boundaries and consent
- Equality and raise awareness of stereotyping and prejudice
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It 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. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. All staff recognise that “it could happen here.”

The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour - HSB). We are adopting the NSPCC definition of HSB as: "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." Also considered is Simon Hackett's continuum model (Appendix 1) to demonstrate the range of sexual behaviours.

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT, race, religion (protected characteristics).

Whist research tells us that girls are more frequently identified as being victims of sexual violence and sexual harassment and experience unwanted touching, this is not confined to girls. Staff should be aware that boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways.

A child may not disclose directly, and staff must be vigilant, and rather than waiting for a disclosure recognise that young people may not always make a direct report. Information may come from overheard conversations, observed behaviour changes, increased absence from school or signs of physical injuries. All staff should be aware that children may not feel ready or know how to tell someone they have been/are being abused. They may not recognise their experiences as harmful (for example children may feel embarrassed, humiliated, threatened). This could be due to their vulnerability, disability, language barrier or sexual orientation. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns.

Regardless of the sex of the victim, they should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Abuse that occurs online or outside of the school should not be downplayed and treated equally seriously.

Responding to Alleged Incidents & Reports of sexual violence and sexual harassment

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 and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. Victims should be made aware, in a way that avoids alarming or distressing them, that the law is in place to protect children rather than criminalise them.

All reports of child on child abuse will be made on a case-by-case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as children's social care or the police as required. Keeping Children Safe in Education (2025) guidance: Part 5 will be followed at all times.

Appendix 2 contains a flow diagram to reflect the detailed information below and can be used to support leader's decision making.

Review

The school will regularly review decisions and actions to update and improve policies and practices. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. Leaders will analyse potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time

and/or staff training could be delivered to minimise the risk of it happening again. Resources and support A wealth of information (non-exhaustive) to support those involved is available in Annex B of Keeping Children Safe in Education 2025.

Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies:

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. There may also be a need to reference other policies in school to support the effective treatment of such cases; this may include use of the Relationships & Behaviour policy, anti- bullying policy, child protection policy and online safety policy.

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies

Policy	How it may link
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Relationships & Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Appendix 1

The NSPCC 'Harmful Sexual Behaviour Framework' provides a range of resources to prevent instances of harmful sexual behaviour and respond to any incidents. Within the framework there is a guide to assessing any such behaviours.

Further information:

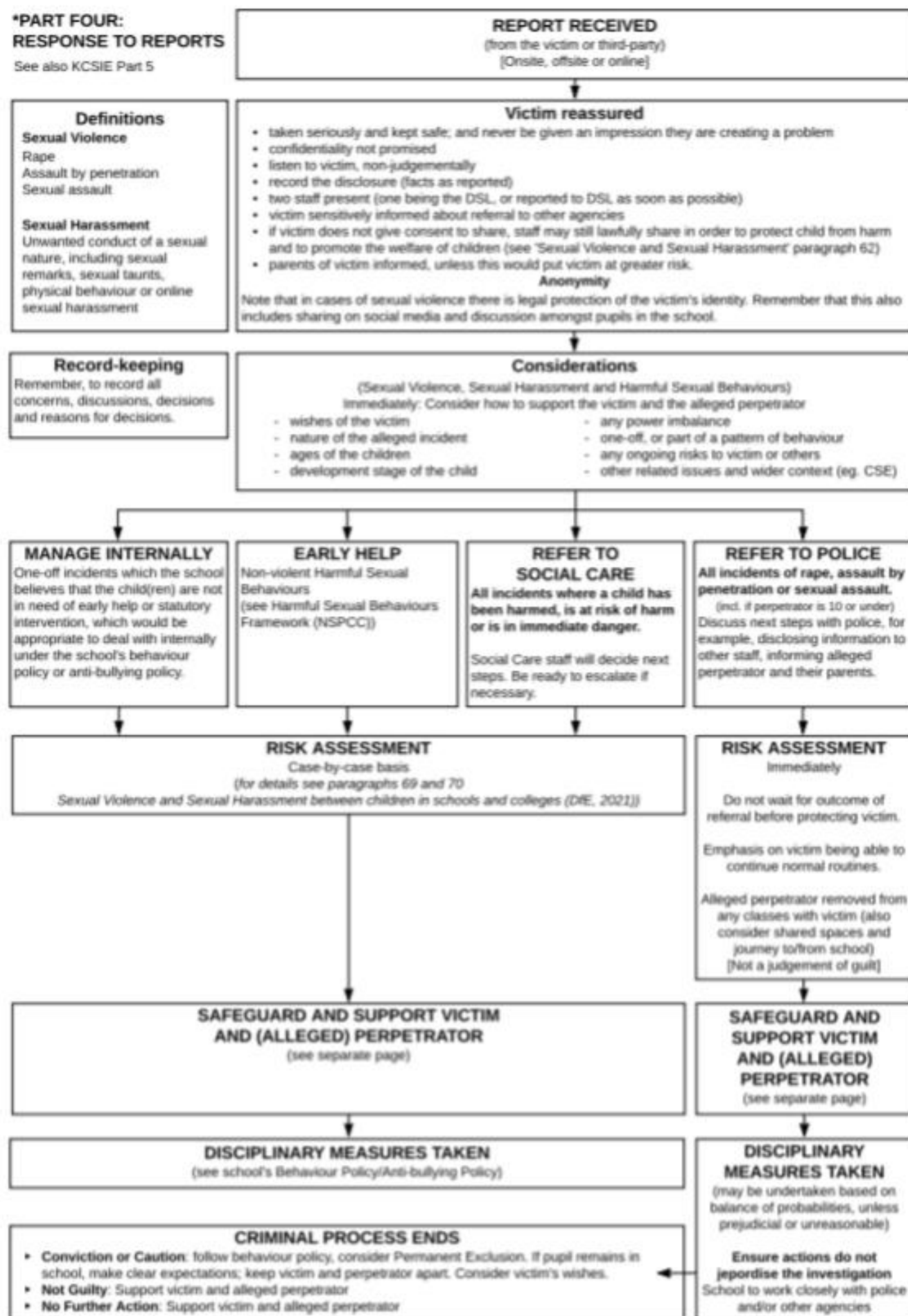
[How to manage incidents of harmful sexual behaviour](#)

[NSPCC Learning Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(nspcc.org.uk\)](#)

Appendix 2 Flow Chart for Responding to Reports

*PART FOUR: RESPONSE TO REPORTS

See also KCSIE Part 5



Appendix 3 Support for Young People:

Local and National

- Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChiSVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. www.imara.org.uk/about-us/chisva-service
- Child and adolescent mental health services (CAMHS) www.nottinghamshirehealthcare.nhs.uk/cahms
- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence. www.nottssvss.org.uk
- Internet Watch Foundation (to potentially remove illegal images) www.iwf.org.uk

Appendix 4 Useful Publications and Websites

- Part 5: Child-on-child sexual violence and sexual harassment (pages 112-143) of Keeping Children Safe in Education (2024) - [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Keeping-Children-Safe-in-Education-2024.pdf)
- Definitions - [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Keeping-Children-Safe-in-Education-2024.pdf)
- National Crime Agency's [CEOP Safety Centre](https://www.ceop.gov.uk) aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.
- The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).
- Support from specialist sexual violence sector organisations such as [Rape Crisis](https://www.rapecrisis.org.uk) or [The Survivors Trust](https://www.the-survivors-trust.org.uk).
- The Anti-Bullying Alliance has developed guidance for schools about [Sexual and sexist bullying](https://www.aballiance.org.uk/sexual-and-sexist-bullying).
- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues.
- [Internet Watch Foundation](https://www.iwf.org.uk): If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).
- Childline/IWF: [Report Remove](https://www.childline.org.uk/report-remove) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.
- UKCIS [Sharing nudes and semi-nudes advice](https://www.ukcis.org.uk/sharing-nudes-and-semi-nudes-advice): Advice for education settings working with children and young people on responding to reports of children 119 sharing non-consensual nude and semi-nude images or videos
- National Crime Agency's [CEOP Education Programme](https://www.nca.gov.uk/ceop-education-programme) provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.
- LGFL ['Undressed'](https://www.lgfl.org.uk/undressed) provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders