



Child-on-child, Sexual Violence and Sexual Harassment Policy

Stokes Wood Primary School is committed to ensuring pupils are safe. 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. This includes verbal as well as physical abuse. Abuse to children by their peers will not be tolerated or passed off as part of “banter” or “growing up”. Our school adopts a zero tolerance to sexual violence, harassment and harm between pupils.

This policy should be read in conjunction with Stoke Wood’s:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy
- [Keeping Children Safe in Education \(2024\)](#)

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Policy Review Date:	August 2025		Jane Gadsby	

Introduction

At Stokes Wood Primary School we have a zero-tolerance approach to all forms of child-on-child abuse including sexual violence, sexual harassment 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 recognise that children are vulnerable to and capable of abusing their peers and we take such abuse as seriously. 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 acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable.

Within this policy we will refer to children as victims and perpetrators however we will be conscious of how we describe children when managing any incident and be prepared to use any term which most appropriately matches their individual situation.

Statement of Intent

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. 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 understand the importance of identifying, recording and responding to all safeguarding concerns, regardless of their perceived severity. 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 and alleged perpetrator.

Roles and Responsibilities

All staff at Stokes Wood maintain an attitude of ‘it could happen here’. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future as well as develop a culture of respect.

The Head teacher (Jane Gadsby) and deputy DSLs have overall responsibility for the policy and its implementation, this includes liaising with the Governing body, parents/carers and outside agencies. However, safeguarding is everyone’s responsibility and all staff, parents/carers and pupils must be aware of who to report to and how to report any safeguarding concerns.

Stokes Wood Primary School recognises our statutory duty to safeguard and promote the welfare of the children with regard to [Keeping children safe in education](#) and [Working Together to Safeguard Children](#) and are aware of our obligations under the [Human Rights Act 1998](#) (HRA).

Definitions

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

- 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.

Sexual Violence

When referring to sexual violence we are referring to sexual offences under the [Sexual Offences Act 2003](#) including, Rape, Assault by Penetration, Sexual Assault (including kissing someone without consent or touching someone's bottom/breasts/genitalia without consent). Causing someone to engage in sexual activity without consent (including forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence)
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of under 18s is a criminal offence
 - Sharing of unwanted explicit content
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media
 - Sexual exploitation; coercion and threats
 - Coercing others into sharing images of themselves or performing acts they're not comfortable with online

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face to face and can also occur simultaneously between the two. When considering HSB, ages and the stages of development of the children are critical factors. See Appendix 1.

Child-on-child Abuse

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.

Risk Factors and Vulnerabilities

We recognise that all children can be at risk. Peer groups, communities and social media activity are either key risk factors or key protective factors. We acknowledge that some groups are more vulnerable. This can include:

- Experience of abuse within their family
- Parental rejection and/or family breakdown
- Living with domestic violence
- Parental substance misuse
- Young people in care
- Children with additional needs (SEN and/or disabilities), or have other protected characteristics under the Equalities Act 2010.

*We understand that being abused does not mean that children or young people will go on to abuse others.

Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk. Some risks can be especially compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open with. Our staff therefore understand and endeavour to reduce any additional barriers faced and provide a safe space for our children to speak out or share their concerns.

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 sexual violence and harassment/child-on-child abuse.

Staff use their professional curiosity, and are 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.

At Stokes Wood we understand that is not an exhaustive list, therefore staff always remain alert to possible signs of sexual abuse, violence, harassment or harmful behaviours by pupils in school.

Strategies for Prevention

At Stokes Wood Primary School we understand that the best responses to all forms of child-on-child abuse are those which takes a whole school approach to safeguarding and child protection. This means involving everyone in our school, including the governing body, all the staff, children, parents and carers.

Staff - including for supply staff, governors and volunteers.

- Contextual safeguarding
- Attending annual staff guarding training and regular safeguarding briefings
- Identification and classification of specific behaviours – Sexual Harassment, Sexual Violence and Harmful sexual before
- Making it clear there is a zero-tolerance approach to child-on-child abuse. 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.
- Understanding how artificial intelligence (AI) can be used to generate a new nude or semi-nude image of a young person and raise awareness of this
- 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)
- Challenge any discriminatory language or inappropriate behaviour. Staff have a duty to ensure that the school environment is safe and supports pupils to understand safe relationships, grooming, sex and consent
- Ensuring that all child-on-child abuse issues are fed back to a DSL so that they can spot and address any concerning trends and identify those children who may need additional support
- Taken action and reporting incidents that have happened online and out of school
- Filtering and monitoring processes are in place on all school devices but staff must remain vigilant

Information for pupils

- We create an ethos and culture in which all pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
- Making explicit that we do not touch others without permission and that no one has the right to negatively impact on another
- 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, Online Safety or wider curriculum
- Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- Ensuring children understand that they have the right to feel and be protected online and outside of school

Information for parents/carers

- Talking to parents, both in groups and one-to-one
- Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
- Providing opportunities for parents to be involved in the review of school policies and lesson plans
- Encouraging parents to hold the school to account on this issue

RHE (Relationships and Health Education) curriculum

- We 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 RHE curriculum and embedded in our school Behaviour Policy
- Our RHE 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)
- Through our RHE/RSHE/PSHE programme we 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.
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable

Reporting and Responding

At Stokes Wood Primary School 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, alleged perpetrator, and any other child(ren) who may be affected. We will ensure that we reference and follow other school policies and procedures as appropriate.

Pupils

Our procedure to an immediate pupil response to a report of all forms of child-on-child abuse:

- Reassure the victim that they are being taken seriously, will be supported and kept safe. This will be in all cases including if the abuse took place away from school, is not recent and/ or is online.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care). Staff will however only share the report with those people who are necessary to progress it.
- The disclosure will be recorded on CPOMs 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, we will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if a DSL is present.
- The designated safeguarding lead (or a deputy) will be informed as soon as possible.
- The designated safeguarding lead (or a deputy) will consider:
 - The ages and vulnerabilities of the children involved.
 - The developmental stages 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 disability or learning difficulty?
 - If the alleged incident is a one-off or a sustained pattern of abuse.
 - Are there ongoing risks to the victim, other children, adult students or school staff, and other related issues and wider context?
- If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children.
- The designated safeguarding lead (or a deputy) will complete the following:
 - Informing parents or carers (unless this would put the victim at greater risk)
 - If the child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to children's social care
 - If rape, assault by penetration and sexual assaults have been committed these are crimes and will be referred to the police (Appendix 3)
 - The designated safeguarding lead (or a deputy) will balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and

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appropriate specialist support should be offered taking into consideration the best interest of the child at all times.

Whilst we establish the facts of the case and start 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 school premises and whilst travelling 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.

We will do all we reasonably can to protect the anonymity of any children involved in any report of child-on-child abuse, harmful sexual behaviour or sexual violence or sexual harassment.

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 a worry box in where the child can put their name/a brief note about their concerns/draw a picture of their concern.

Parents/Carers

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

In line with the statutory guidance provided in [Keeping children safe in education 2024 \(Part 5\)](#) , 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.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead/Deputy in person or via telephone call to explain their concerns. The Designated Safeguarding Lead/Deputy will take an initial note of the concerns but will ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's recording system – CPOMS - and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers to come 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.

Risk assessments

When there has been a report of sexual violence, sexual harassment or Harmful Sexual Behaviour, the designated safeguarding lead (or a deputy) will make an immediate risk and need's assessment. We will actively consider the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

The risk and needs' assessment will consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded on our safeguarding system and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and any specialist services as required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the schools approach to supporting and protecting their pupils and updating their own risk assessment.

Support for Pupils

Support for victims of sexual assault is available from a variety of local agencies and national organisations (Appendix 4).

We will support the victim of any form of child-on child abuse to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

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 whilst travelling to and from school. 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 would seriously harm the education or welfare of the victim (and potentially other pupils or 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 to and from school. The nature of the

conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

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. 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.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Support to the alleged perpetrator

Any allegation will be traumatic for the alleged perpetrator. Alleged perpetrators may require specialist support and must be provided with the resources to be able to access specialist support services.

The Designated Safeguarding Lead (or deputy) will ensure that the alleged perpetrators age and understanding is taken into account and meet with alleged perpetrator's parents/carers to discuss what measures will be put into place to support their child. The Designated Safeguarding Lead must be led by the police regarding what information can be shared with the alleged perpetrator and their family.

If the alleged perpetrator moves schools, the Designated Safeguarding Lead (or deputy) will ensure that all safeguarding information is shared in advance with the new school.

The Designated Safeguarding Lead (or deputy) will liaise with the police and social care if the school wish to take disciplinary action prior to the conclusion of a police/social care investigation. Other professionals investigating an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly.

Staff are alert to possible bullying of the alleged perpetrator either within school or via social media and arrangements would be in place to safeguard them.

Monitoring and Review

This policy will be reviewed annually by the headteacher and DSL, and in response to any new safeguarding requirements or concerns surrounding the wider cultural issues in the school. The next scheduled review date for this policy is August 2025.

Appendix 1 – Stages of Development

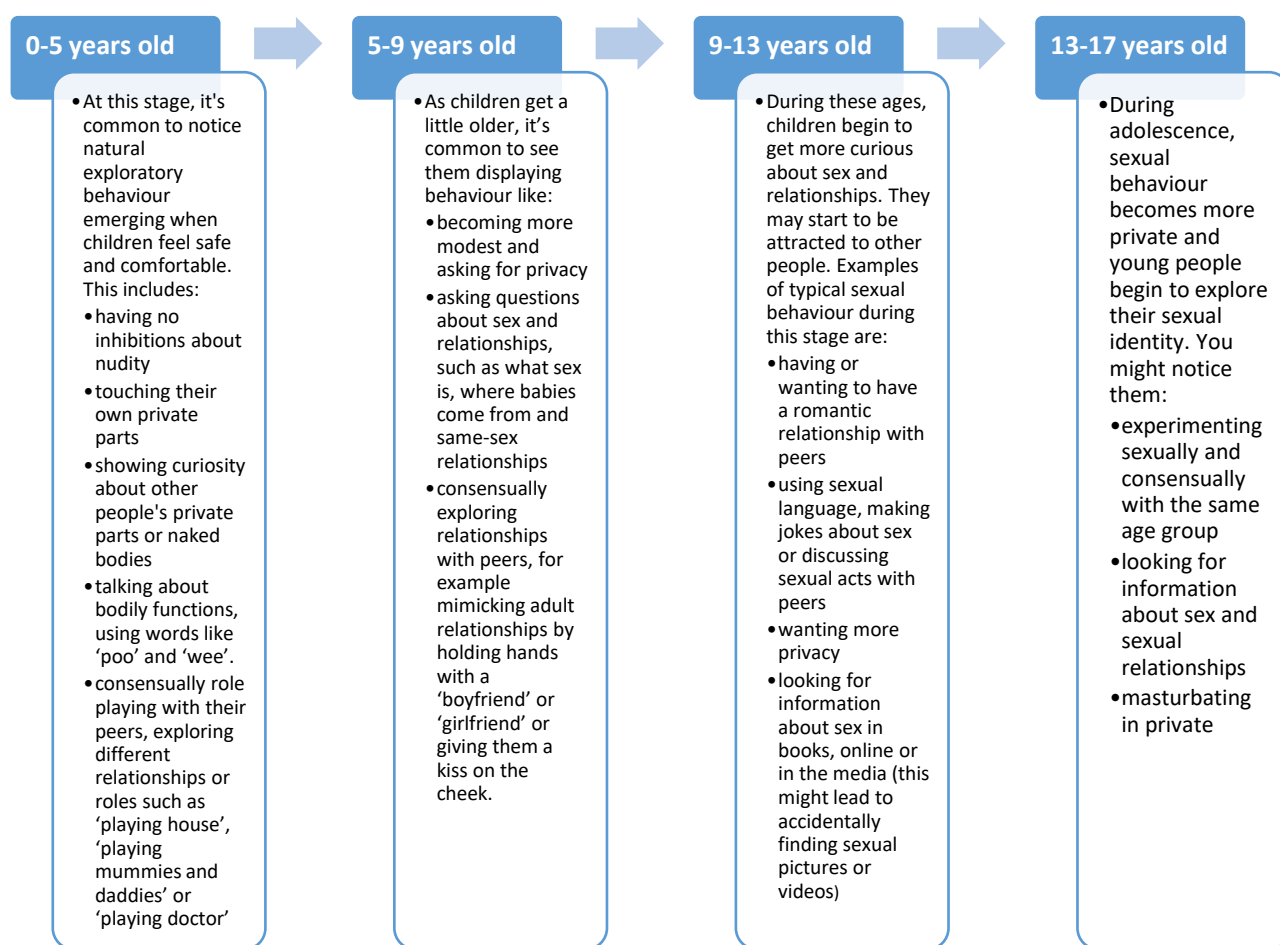
When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Power is a key factor in the reasons why young people display harmful sexual behaviours towards peers. Both girls and boys can display harmful sexual behaviours.

Stages of development

All employees at Stokes Wood have a good understanding of how children develop sexually, this is to allow employees to recognise which sexual behaviours are developmentally typical and identify if a pupil is displaying behaviour that is problematic or harmful.

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early. The four stages of development are:



Appendix 2 - Continuum model for the range of sexual behaviours

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:



Appendix 3: Reporting to the Police

Any report to the police will generally be made through social care. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

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, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order 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 or college take 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. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college.

We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support and offer protection 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.

Appendix 4: Support Guidance and Advice further resources

- [Leicester Safeguarding Children Partnership procedures on harmful sexual behaviours](#)
- [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse
- [Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- [NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
- [Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- [UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online.
- [Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support. •
- [The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- [Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
- [Childline](#) - provides free and confidential advice for children and young people. Toolkits