



TITLE	REF	VERSION	
Child-On-Child Abuse, Student Harassment and Sexual Misconduct Procedure	LSPRO043	5.0	
DEPARTMENT	Group Student Support		
DATE	March 2026	REVIEW DATE	27 March 2027

CHILD-ON-CHILD ABUSE, STUDENT HARASSMENT AND SEXUAL MISCONDUCT PROCEDURE

Procedure Statement

Activate Learning is committed to providing a safe, respectful and inclusive learning environment where all students and apprentices can learn and thrive in line with our Learning Philosophy. Abuse of any kind, including child-on-child abuse, harassment, and sexual misconduct or violence, is not tolerated.

We recognise that abuse can occur between students of any age or gender and may take place on campus, in the community, or online. Staff maintain an attitude that *“it could happen here.”* We also recognise that sexual harassment and sexual violence exist on a spectrum of behaviours, and that behaviour perceived as low-level can contribute to a harmful culture if left unchallenged.

All reports and concerns will be taken seriously, recorded appropriately, and responded to in a timely and proportionate manner. Our response prioritises the safety and wellbeing of the victim, while ensuring appropriate support, safeguarding action, and risk management for all students involved.

Activate Learning adopts a person-centred, trauma-informed approach. Students who experience abuse will be listened to, believed, and supported to make informed decisions about next steps wherever possible.

Purpose

This procedure outlines how Activate Learning will prevent, identify, respond to and manage reports of child-on-child abuse, harassment, and sexual misconduct or violence involving students. It provides a clear framework for recognising concerns, responding appropriately, and ensuring that safeguarding action is timely, proportionate and centred on the safety and wellbeing of those involved.

This procedure aligns with relevant legislation and statutory guidance, including [Keeping Children Safe in Education](#), [Sexual Offences Act 2003](#), [Care Act 2014](#), and the [Office for Students Conditions of Registration](#) (Condition 6).

Scope

This procedure applies to all students and apprentices at Activate Learning, including those studying on campus, online, in the workplace, or living in college residential accommodation.

It covers concerns relating to:

- Child-on-child abuse involving students under the age of 18.
- Harassment or sexual misconduct involving students of any age.
- Incidents occurring on campus, in residential accommodation, during work placements or educational visits, within the community, or online.

This procedure focuses on incidents between students. However, students must never be placed at risk of harassment, sexual misconduct, or abuse by staff or other adults working on behalf of the organisation. Activate Learning expects all staff to maintain clear professional boundaries with students at all times. Relationships between staff and students which could create a conflict of interest, abuse of trust, or otherwise compromise professional and safeguarding responsibilities are not permitted.

Where a personal relationship between a member of staff and an adult learner already exists outside of Activate Learning, this must be declared to the organisation so that appropriate steps can be taken to manage any potential safeguarding or professional boundary risks as set out in the Staff Professional Conduct Policy.

Any concern that a student may have been harmed by a member of staff, volunteer, contractor or partner organisation must be reported immediately to the Safeguarding Team so that appropriate safeguarding action can be taken.

Concerns about student behaviour towards staff will be managed through the Student Positive Behaviour Management Policy and Procedure, alongside safeguarding processes where a risk of harm is identified.

Responsibilities

All staff have a responsibility to:

- Maintain a culture where abuse is not tolerated

- Recognise that child-on-child abuse can occur both inside and outside college environments, including online
- Challenge inappropriate behaviour immediately
- Understand that sexual harassment and violence are never acceptable and should not be dismissed as “banter” or “just having a laugh.”
- Respond appropriately to disclosures of a safeguarding nature
- Report concerns immediately through safeguarding procedures, ensuring timely intervention and support. All staff must never assume someone else will act and must record and report concerns without delay.

Students also play an important role in helping to create a safe and respectful learning environment. Students are expected to follow the expectations outlined in the Student Code of Conduct and IT Acceptable Use Agreement.

Procedure

Identifying

All Activate Learning staff receive safeguarding training on how to recognise, respond to, record, and report safeguarding concerns, including child-on-child abuse, harassment, and sexual misconduct. Regular safeguarding updates ensure staff remain informed about emerging risks, current guidance, and best practice.

Activate Learning recognises that child-on-child abuse can occur across a spectrum of behaviours and may take different forms (See Appendix 3 for definitions and further examples), including but not limited to:

- Sexual violence, such as rape, assault by penetration, sexual assault, or causing someone into sexual activity without consent.
- Sexual harassment, including sexual comments, innuendos, jokes, gestures, displaying sexual images or videos, upskirting, or unwanted sexual attention.
- Online sexual harassment, including consensual and non-consensual sharing of self-generated intimate images and/or videos (including those generated using AI such as deepfakes), intimate image abuse (“revenge pornography”), coercion into sharing explicit content, coercion into performing acts they’re not comfortable with online, and sharing unwanted sexual material.
- Bullying, including cyberbullying and prejudice-based or discriminatory bullying, such as racism, misogyny, misandry, and hate-related behaviour.
- Abuse within intimate relationships, sometimes referred to as ‘teenage relationship abuse.’
- Physical abuse, such as hitting, kicking, or hair-pulling.

- Physical assault or threats of violence, including harm involving weapons.
- Initiation and hazing rituals, which may involve humiliation, coercion or violence as part of group initiation.
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE), including serious youth violence, gang-related activity, county lines, modern slavery, and human trafficking.

Activate Learning recognises that child-on-child abuse, harassment, and sexual misconduct can occur in person, online, or through technology-facilitated interactions. Where such behaviours are not challenged, they may escalate and cause significant harm to those involved.

Prevention

Activate Learning is committed to preventing harm to students both within and beyond its learning environments. We adopt a contextual safeguarding approach, recognising that students' experiences are shaped by factors in their communities, online spaces, and peer relationships, as well as within our settings.

While our influence may be more limited where harassment or sexual misconduct involves individuals who are not students, we will always consider what action is appropriate in each context. Incidents may occur outside of our direct control; however, we remain committed to taking meaningful and proportionate steps to safeguard students. This includes providing support to those affected and acting where possible to reduce risk and prevent further harm.

Students receive preventative education on key topics such as consent, mutual respect, online safety, and safeguarding through various means, including:

- Connect to College and Connect to Residential induction programmes.
- 'Speak Up, Speak Out' and 'Active Bystander' campaigns.
- Personal and Social Development (PSD) tutorials.
- Enrichment and extra-curricular activities.
- Engagement with national initiatives, such as Safer Internet Day.

Expectations regarding positive behaviour are reinforced through the Positive Behaviour Management Framework, learner agreements, IT Acceptable Use agreements, Licence to Occupy for Residential Students and the Student Code of Conduct.

We actively seek to understand students lived experiences, ensuring their voices inform our approach to safeguarding. We gather and review student feedback at regular intervals through:

- Student conferences, learner surveys, and focus groups.

- Student Leadership Team activities.
- Engagement with national and local events.

Key stakeholders, including the Heads of Student Experience, Accommodation Managers, Group Directors for Faculty and Campus, and Designated Safeguarding Leads, review this feedback and take appropriate action to improve our safeguarding culture.

Recognising

Activate Learning recognises that students may find it difficult to disclose abuse, harassment, or sexual harm directly. Concerns may therefore come to light through observations, changes in behaviour, or information shared by others. Staff should remain alert to signs that a student may be experiencing harm and must exercise professional curiosity where something does not feel right.

Possible indicators that a student may be experiencing child-on-child abuse, harassment, or sexual harm may include (but are not limited to):

- Changes in behaviour, mood, appearance or wellbeing
- Withdrawal from learning, peers, or activities
- Unexplained injuries or signs of harm
- Avoidance of particular people or places
- Increased risk-taking behaviours (e.g., substance use)
- Changes in friendships or behaviour towards others (e.g., displaying harmful sexual behaviours)

These indicators are not exhaustive and do not always mean abuse has occurred. However, staff must not ignore concerns or wait for a direct disclosure. Any concerns should be recorded and reported through safeguarding procedures without delay.

While abuse can happen to any student, Activate Learning recognises that some students may be more vulnerable to harm from their peers or others, including those who:

- Have Special Educational Needs and Disabilities (SEND)
- Have experienced adversity or have a social worker
- Have caring responsibilities or have care experience
- Belong to marginalised groups e.g., minority ethnic or LGBTQ+ communities

Activate Learning also recognises that harmful behaviours may be influenced by wider contextual factors, including peer dynamics, community environments, and online spaces. Research indicates

that girls are more likely to experience sexual harassment and sexual violence, while boys are statistically more likely to perpetrate these behaviours. However, abuse can affect individuals of any gender, sexual orientation, or background, and all concerns will be taken seriously.

Reporting

Students can report concerns whether they have experienced the behaviour themselves, witnessed it, or are worried about someone else. Concerns can also be raised by third parties e.g., parents, carers, external organisations, reporting centres, the police, or other agencies.

If you are a student:

If something has happened to you, or you are worried about someone else, you can speak to any member of staff. Staff are trained to listen and will make sure the right support is put in place.

You can also contact the Safeguarding Team directly:

- Call 01865 550401
- Email safe@activatelearning.ac.uk
- Ask at Reception to speak to a Designated Safeguarding Adviser in person
- Use the 'Help?' button on your Activate Learning Online portal
- Report Anonymously: [Anonymous Safeguarding Reporting Form](#)

You do not have to deal with concerns on your own. Students who report harassment or sexual misconduct, or who participate in an investigation, will not be subject to retaliation or adverse treatment because of raising concerns in good faith. The Student Support and Safeguarding Team will listen, support you, and help decide the next steps.

If you are a staff member:

Staff must report concerns about child-on-child abuse, harassment, or sexual harm immediately, by:

- Completing a [Safeguarding Record of Concern Form](#) [internal form].
- Speaking to the Safeguarding Team (01865 550401) and following this up with a written referral
- Emailing safe@activatelearning.ac.uk

Staff must never assume someone else will report a concern. Prompt reporting ensures that students receive the support and protection they need.

Response

All reports of child-on-child abuse, harassment, or sexual misconduct will be assessed by the Student Support and Safeguarding Team on a case-by-case basis. Professional judgement will be used to determine the most appropriate response, informed where relevant by Hackett's Continuum Model (Appendix 1).

When determining next steps, the Student Support and Safeguarding Team will consider:

- The wishes of the victim and how they wish to proceed.
- The nature and seriousness of the incident
- The ages and developmental stages of those involved.
- Any power imbalance between the individuals
- Whether the behaviour is isolated or part of a pattern of abuse
- That sexual violence and harassment can take place within intimate relationships between children
- Ongoing risks to those involved or the wider community (including understanding of intrafamilial harm and support for siblings, if needed)
- Wider contextual concerns (e.g., links to exploitation)

Possible responses include:

1. Managing The Concern Internally

Where behaviour does not meet the threshold for statutory intervention, concerns may be addressed internally through education, pastoral support or behavioural intervention. For example, incidents of bullying may be managed through the Student Positive Behaviour Management Procedure with support from faculty staff, Progress Coaches, Behaviour and Welfare Officers or Residential Staff where appropriate.

All decisions to manage a concern internally must be documented and recorded appropriately within the appropriate systems e.g., ProMonitor and CPOMS.

2. Universal Services and Early Help

Where a student requires additional support but does not meet the threshold for specialist or statutory safeguarding intervention, early help may be provided through internal services such as Progress Coaches, Learning Support, counselling or wellbeing services, or through external support such as mental health services, youth services or sexual health services.

All referrals and support arrangements will be recorded by the Student Support and Safeguarding Team, utilising their knowledge of the Local Offer.

3. Reporting Externally

Staff should never promise confidentiality. Where safeguarding thresholds are met, concerns may be referred to the Police, Children's Social Care, or Adult Social Care in line with safeguarding procedures. The Safeguarding Team will balance the wishes of the person reporting with the duty to safeguard them and others. If a referral to Social Care and/or the Police is made against a student's wishes, the decision will be handled sensitively, explained clearly to the student, and appropriate specialist support will be offered.

Reports of serious sexual offences, such as rape, assault by penetration, or sexual assault, will normally be referred to the Police. Where this occurs against a student's wishes, the reasons will be explained to them and support will be provided.

For students aged 18 or over, the student's wishes will usually be respected. However, referrals may still be made where safeguarding duties apply, particularly where the individual may be considered an adult at risk under the Care Act 2014 or where a child is considered at risk of significant harm.

All referrals and rationale for decisions will be recorded by the Safeguarding Team, on CPOMS.

Risk Assessment and Safeguarding Measures

When a report suggests that a student may be at risk of harm, or could pose a risk to others, the Safeguarding Team will carry out a Safeguarding Personal Risk Assessment.

Safeguarding measures may include:

- Separating students involved - the alleged perpetrator(s) should be removed from any shared classes with the victim(s) and careful consideration given on how to maintain reasonable physical separation between the victim and perpetrators(s)
- Adjusting timetables
- Implementing alternative learning arrangements
- Changing study locations, accommodation, or work placements
- Steps taken to improve safety in location of concern
- Recommending that a residential student returns home where there is a risk of harm within halls of residence.
- Temporary suspension (from college and/or halls of residence) in line with the Positive Behaviour Management Procedure.
- Students on regulated or accredited courses may also be subject to additional safeguarding

or fitness-to-practice requirements.

These measures will be put in place as quickly as possible and will not be delayed pending the outcome of any police investigation. Decisions will always prioritise the safety and wellbeing of all students involved and should not be seen as an assumption of guilt against the alleged perpetrator.

In cases involving sexual violence, a professional risk assessment may be requested from social workers, sexual violence specialists, or other external agencies. Activate Learning's internal risk assessment is intended to support internal safeguarding decisions and is not a substitute for expert assessments. All risk assessments will be securely recorded by the Safeguarding Team and shared with relevant staff on a strict need-to-know basis.

Outcomes and Disciplinary Process

Where the alleged behaviour may constitute a breach of the Student Code of Conduct, the matter may be referred for investigation under the Student Positive Behaviour Management Procedure¹. Staff responsible for assessing or investigating reports of harassment or sexual misconduct receive appropriate safeguarding and trauma-informed training.

An appropriate staff member will be appointed to gather relevant information, including statements, witness accounts and available evidence such as messages, images or CCTV. In line with the Student Search Policy, staff should not view or forward illegal images of a child. Findings will be considered through the Positive Behaviour Management Procedure and decisions will be made on the balance of probabilities (i.e., whether it is more likely than not that the behaviour occurred). Under the Procedure, we aim to conclude cases as promptly as possible (normally within 90 calendar days), excluding time for any criminal proceedings.

Students involved will be informed of the process, offered appropriate support, and may be accompanied in line with the Positive Behaviour Management Procedure. Any disciplinary outcomes and the right to appeal will also be managed in accordance with that procedure.

Where disciplinary action is being considered, the Safeguarding Team will consult with the Police and Social Care to ensure that any steps taken do not interfere with ongoing investigations. However, the involvement of external agencies does not prevent Activate Learning from making its own determination based on the balance of probabilities. In some cases, this may result in a

¹ Or Student Conduct and Behaviour in Accommodation where appropriate.

student being temporarily withdrawn from their studies before the conclusion of external investigations. The Safeguarding Team will keep relevant professionals informed of any such decisions.

If a Police investigation does not progress to a criminal case, or concludes with no further action or a 'not guilty' verdict, the Safeguarding Team will:

- Review risk assessments and support plans to determine whether any safeguarding measures remain necessary.
- Ensure appropriate support continues for all students affected.
- Clearly communicate decisions to the students involved.

Communication

Students will be informed that safeguarding concerns must be shared with the Safeguarding Team, but they will be kept informed about next steps wherever possible. For students under 18, parents and carers will be informed unless doing so would place the child at greater risk.

Activate Learning understands that parents and carers may well struggle to cope with a report that their child has been the victim of harm or is alleged to have harmed another child. In most instances (considering proportionality), we will work with both the victim's and alleged perpetrator(s) parents or carers to discuss what arrangements are being put in place to safeguard their children and explain the reason for decisions.

Before sharing information, the Safeguarding Team may seek guidance from the Police and/or Social Care to ensure disclosure does not compromise any ongoing criminal investigation.

Activate Learning will take reasonable steps to protect the privacy of those involved. However, information may need to be shared where necessary to safeguard individuals or comply with legal duties. Activate Learning will not use non-disclosure agreements (NDAs) or similar arrangements that prevent students from discussing harassment or sexual misconduct they have experienced.

Support

Activate Learning recognises that experiencing or witnessing child-on-child abuse, sexual harassment, or sexual violence can have a significant impact on people. The victim(s), alleged perpetrator(s), and their peers may require ongoing support.

We also acknowledge that online abuse (whether occurring in isolation or linked to face-to-face incidents) can introduce additional complexities, including repeat victimisation across multiple

platforms. Staff must remain vigilant to any bullying or peer victimisation that may arise within college, halls of residence, work placements, or online, and take appropriate action to safeguard those involved.

Support may include:

- Regular welfare checks with the students involved
- Referrals to internal support services, such as Progress Coaches, Learning Support, Counselling, or the College Nurse
- Referrals to external specialist services, such as Youth Support, Children's or Adult's Social Care, mental health services, the Police, or Children and Young People's Independent Sexual Violence Advisors (ChISVAs)
- Targeted safeguarding education or interventions
- Academic support, where a student's learning or progression has been affected.

Support is available regardless of whether a formal report is made.

False or Malicious Reports

If a report is found to be deliberately false or malicious, disciplinary action may be considered in accordance with the Student Positive Behaviour Management Procedure.

Even in these cases, the Student Support and Safeguarding Team will consider whether the student who made the report, or others involved, may need support or be experiencing other safeguarding concerns. Appropriate support and referrals will continue to be offered to all those affected.

Responding to a Concern Outside of Normal College Hours

The Safeguarding Team is available during normal business hours:

- Monday – Thursday: 08:30 – 17:00
- Friday: 08:30 – 16:30

Staff may become aware of safeguarding concerns outside these hours, particularly in residential settings or during evening or weekend activities. In these situations, staff must take appropriate action to ensure the immediate safety of the student and others. Residential Wardens should seek support from the Accommodation Manager in such circumstances.

If a student is in immediate danger or at imminent risk of harm, call 999 and request emergency assistance. For non-emergency situations where police support is required, call 101.

If staff believe that a child or adult at risk may be experiencing abuse, they should contact the Children's or Adult Social Care service in the Local Authority where the student lives. Each authority operates an out-of-hours service.

Local Authority	Contact Number
Surrey	01483 517898
Bracknell Forest Reading Royal Borough of Windsor and Maidenhead Slough West Berkshire Wokingham	01344 351999
Oxfordshire (including Banbury and The Leys)	0800 833408
Hampshire	0300 555 1373
Unsure of which Local Authority to contact?	https://www.gov.uk/report-child-abuse-to-local-council

While awaiting external support, staff should take reasonable steps to safeguard those involved, which may include:

- Keeping the alleged victim and perpetrator separate
- Ensuring the alleged victim is in a safe space and supported by a trusted member of staff
- Searching for and confiscating prohibited items, where appropriate and in line with the Student Search Policy
- Preserving any potential evidence (for example, not asking students to delete messages or posts)
- Limiting discussion of the incident to those who need to know in order to protect confidentiality
- Informing parents or carers of students under 18, unless doing so would place the student at greater risk. Residential Wardens should support the alleged victim to return home if it is safe to do so.

Once an out-of-hours referral has been made, staff must report the concern to the Safeguarding Team as soon as possible using the standard reporting channels. The Safeguarding Team will then review the incident and ensure appropriate follow-up action and support for the student(s) involved.

Record Keeping

All safeguarding information is collected sensitively and handled in confidence, regardless of how the concern is reported (in person, online, or via a third party). All reports received by the Safeguarding Team are securely recorded in CPOMS. Access to safeguarding records is restricted to authorised staff on a need-to-know basis to ensure confidentiality and compliance with data protection requirements.

Records must be accurate, factual, and completed promptly, clearly documenting the concern, actions taken, and decisions made.

Where an alleged victim or perpetrator is under 18 and moves to another education provider, the Safeguarding Team will share relevant safeguarding information with the new provider, where appropriate. This may include ongoing support needs or potential safeguarding risks to students or staff. Safeguarding records will be transferred securely in line with statutory guidance once the destination is known.

For incidents involving students aged 14–16, the 14–16 Programme Manager must be informed. Where appropriate, the student's secondary school will also be notified.

Monitoring

Activate Learning has robust processes for recording and analysing safeguarding data, including incidents relating to child-on-child abuse and harassment.

Safeguarding data is regularly reported to the Group Executive Team, Safeguarding Committee, Online Safety Working Group, and the Corporation Board to provide oversight and assurance.

The Designated Safeguarding Leads regularly review safeguarding data to identify trends, emerging risks, and areas requiring further action. The Safeguarding Team works with internal colleagues and external partners to address concerns, which may include:

- Delivering targeted safeguarding education for students
- Increasing staff presence in identified risk areas
- Making environmental or site changes to improve safety
- Working with the Police and partner agencies to disrupt harmful or criminal behaviour

Complaints

Concerns about how a safeguarding matter has been handled can be raised through Activate Learning's Compliments, Comments and Complaints procedure.

References

Keeping Children Safe in Education

Working Together to Safeguard Children

Department for Science, Innovation and Technology: Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

Department for Education: Searching, Screening and Confiscation: Advice for Schools

Department for Education: Child Abuse Concerns: Guide for Practitioners

Department for Education: Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers

Department for Education: Further Education Residential Accommodation: National Minimum Standards

Farrer and Co Addressing Child-On-Child Abuse: A Resource for Schools and Colleges

Office for Students Condition E6: Harassment and Sexual Misconduct

NSPCC: Harmful Sexual Behaviour Framework

Activate Learning: Student Positive Behaviour Management Procedure

Activate Learning: Student Positive Behaviour Management Policy

Activate Learning: Safeguarding and Prevent Policy

Activate Learning: Safeguarding – Reporting a Concern Procedure

Activate Learning: Student Criminal Convictions Procedure

Activate Learning: Compliments, Comments and Complaints Procedure

Activate Learning: Procedure for Individual and Medical (Personal) Risk Assessments and PEEPs

Appendices

Appendix 1: Hackett's, 2010 Continuum of Sexual Behaviours

Hackett's Continuum of Sexual Behaviours is a tool used to support professional judgement when assessing sexual behaviour between young people. Behaviour may move across the continuum depending on context, age, power imbalance, consent and impact on those involved. Even behaviours considered developmentally typical may still require education or intervention where they cause harm or distress.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse

Socially acceptable	Socially acceptable	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	behaviour within peer group		Coercion and force to ensure victim compliance	Instrumental violence which is psychologically and/or sexually arousing to the perpetrator
Shared decision making	Context for behaviour may be inappropriate	No overt elements of victimisation	Intrusive	
	Generally consensual and reciprocal	Consent issues may be unclear	Informed consent lacking or not able to be freely given by victim	Sadism
		May lack reciprocity or equal power	May include elements of expressive violence	
		May include levels of compulsivity		

Appendix 2: Support in the Community

- **NSPCC** ([nspcc.org.uk](https://www.nspcc.org.uk)) – Offers support and protection for children facing abuse, including Childline (0800 1111).
- **Childline** ([childline.org.uk](https://www.childline.org.uk)) – A free, confidential helpline for children and young people (0800 1111).
- **Barnardo's** ([barnardos.org.uk](https://www.barnardos.org.uk)) – Provides services for children who have experienced abuse and exploitation.
- **The Lucy Faithfull Foundation** ([lucyfaithfull.org.uk](https://www.lucyfaithfull.org.uk)) – Works to prevent child sexual abuse and provides support for victims.
- **Rape Crisis England & Wales** ([rapecrisis.org.uk](https://www.rapecrisis.org.uk)) – Specialist services for women and girls who have experienced sexual violence.
- **Survivors Trust** ([thesurvivorstrust.org](https://www.thesurvivorstrust.org)) – A UK-wide network offering support to survivors of rape, sexual violence, and childhood sexual abuse.
- **Safeline** ([safeline.org.uk](https://www.safeline.org.uk)) – Supports survivors of sexual abuse and rape, including a male survivor helpline.

- **Survivors UK** ([survivorsuk.org](https://www.survivorsuk.org)) – Supports male survivors of sexual abuse, rape, and assault.
- **Galop** ([galop.org.uk](https://www.galop.org.uk)) – Supports LGBTQ+ individuals facing domestic abuse, sexual violence, and hate crime.
- **Victim Support** ([victimsupport.org.uk](https://www.victimsupport.org.uk)) – Provides free and confidential help for victims of crime.
- **CEOP Safety Centre** ([ceop.police.uk/safety-centre](https://www.ceop.police.uk/safety-centre)) – Run by the National Crime Agency, offering advice and a reporting service for concerns about online sexual abuse or exploitation.
- **Anti-Bullying Alliance** ([anti-bullyingalliance.org.uk](https://www.anti-bullyingalliance.org.uk)) – Provides guidance and resources for schools and colleges on bullying, including sexual and sexist bullying.
- **UK Safer Internet Centre** ([saferinternet.org.uk](https://www.saferinternet.org.uk)) – Offers an online safety helpline for professionals working with children and young people. Phone: 0344 381 4772. Email: helpline@saferinternet.org.uk
- **Report Remove** ([childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove)) – A free tool from Childline and the Internet Watch Foundation that helps young people report nude or sexual images or videos of themselves that may have been shared online.
- **Shore** ([shorespace.org.uk](https://www.shorespace.org.uk)) – Provides advice and support for teenagers concerned about their sexual behaviour or worried they may have harmed someone else online or offline.

Appendix 3:

Activate Learning adopts the definitions outlined in the Department for Education's "Keeping Children Safe in Education" and Farrer and Co's "Addressing Child-on-Child Abuse: A Resource for Schools and Colleges". Some of these definitions are summarised below:

Bullying: Repeated behaviour by an individual or group intended to cause physical or emotional harm, often involving an imbalance of power.

Child Sexual Exploitation (CSE): A form of sexual abuse where a child under 18 is coerced, manipulated, or deceived into sexual activity in exchange for something they need or want, or for the benefit of the perpetrator.

Child Criminal Exploitation: Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

County Lines: Use of children by gangs or organised networks to transport, store, and sell drugs, often involving coercion, violence, or sexual abuse.

Cyberbullying: Intentional, repeated online behaviour that causes physical or emotional distress, including harassment, discrimination, or hate crimes.

Harassment: A pattern of unwanted, aggressive behaviour that causes distress, fear, or harm. It includes repeated actions that violate another's dignity or create a hostile, intimidating, or degrading environment.

Hate Crime: Criminal offences motivated by hostility or prejudice based on a protected characteristic, including race, religion, sexual orientation, disability, or gender identity. The offence of incitement to hatred occurs when someone acts in a way that is threatening and intended to stir up hatred. That could be in words, pictures, videos, music, and includes information posted on websites.

Initiation / Hazing: Activities involving abuse, humiliation, or harassment to initiate someone into a group, sometimes online.

Online Sexual Harassment: Unwanted sexual behaviours online, including sharing explicit images/videos (including AI-generated), sexualised bullying, coercion, sexual comments/messages, and pressure to share sexual content or perform sexual acts.

Physical Abuse: Includes 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 Harassment: Is defined as unwanted conduct of a sexual nature that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment. Sexual harassment can occur in various forms, including verbal, physical, or non-verbal behaviours, and can happen both in person and online. It can involve actions such as:

- Making sexual comments or jokes or taunting someone with sexual remarks.
- Engaging in unwelcome physical contact, such as brushing against someone, or making unwanted advances.
- Displaying sexual images or materials, including online content.
- Sending inappropriate sexual messages or making sexual gestures.

- Sexualized name-calling or commenting on someone's appearance in a sexual manner.
- Upskirting (taking images under someone's clothing), which is a criminal offence.

Sexual Misconduct: A broad term encompassing a range of inappropriate sexual behaviours, including sexual harassment and sexual violence.

Sexual Violence: Refers to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person commits rape if:

- They intentionally penetrate the vagina, anus, or mouth of another person with their penis.
- The person being penetrated does not consent to the act.
- The person committing the act does not reasonably believe that the other person is consenting.

Assault by Penetration: A person commits this offence if:

- They intentionally penetrate the vagina or anus of another person with part of their body (e.g., fingers, tongue) or anything else.
- The penetration is sexual.
- The person being penetrated does not consent to the penetration.
- The person committing the act does not reasonably believe that the other person is consenting.

Sexual Assault: A person commits sexual assault if:

- They intentionally touch another person in a sexual manner.
- The touching is sexual.
- The person being touched does not consent to the touching.
- The person committing the act does not reasonably believe that the other person is consenting.

Causing someone to engage in sexual activity without consent: A person commits this offence if:

- They intentionally cause another person to engage in a sexual activity.
- The activity is sexual in nature.
- The person being made to engage in the activity does not consent to it.
- The person causing the activity to happen does not reasonably believe that the other person is consenting.

Staff: Refers to all paid and unpaid personnel working in or on behalf of Activate Learning, including volunteers, governors, contractors, and partners.

Students: All enrolled students at Activate Learning, including full-time, part-time, on-campus, online, and deferred students. This includes those residing in the college's residential accommodation. This does not include individuals not currently enrolled, where the Admissions Policy and Student Criminal Conviction Procedure may apply.

Upskirting: Is a crime and involves taking a picture or film under a person's clothing of their genitals or buttocks (whether exposed or covered with underwear) without their consent, with the intention of viewing the images to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Youth Produced Sexual Imagery: The sharing of nude or semi-nude images, videos, or live streams by young people under the age of 18. This may occur via social media, chat apps, gaming platforms, or direct sharing between devices.