



## **ATTEND – ENGAGE - PROGRESS**

‘Reality Strikes Academy provides alternative education that combines academic learning with football coaching to help young people reengage with education, through a trauma informed, nurturing environment. The vision is to foster holistic personal and emotional growth to create positive pathways into the future for young people.’

## **REALITY STRIKES ACADEMY**

# **Safeguarding, Child Protection Policy and Procedure**

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**Author: Sam Woodhall**

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## **Contents**

### **Important Contacts**

- 1 Policy Statement**
- 2 Aims**
- 3 Legislation framework**
- 4 Roles and Responsibilities**
- 5 Confidentiality**
- 6 Recognising abuse and neglect**
- 7 Online safety and the use of mobile technology**
- 8 Pupils with special educational needs, disabilities or health issues**
- 9 Pupils with Social Workers**
- 10 Looked-after and previously looked-after children**
- 11 Pupils who are lesbian, gay, bisexual or gender questioning**
- 12 Complaints and Whistleblowing**
- 13 Record Keeping**
- 14 Training, Induction and Supervision**

**Appendix 1: Types of Abuse**

**Appendix 2: Whistleblowing flowchart**

## Important Contacts

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Sam Woodhall	<a href="mailto:Sam.woodhall@realitystrikes.co.uk">Sam.woodhall@realitystrikes.co.uk</a> 07359079827
Deputy Designated Safeguarding Lead (DDSL)	Reuben Bowen	<a href="mailto:Reuben.bowen@realitystrikes.co.uk">Reuben.bowen@realitystrikes.co.uk</a> 07446802436
Chair of Governors	Richard Woods	<a href="mailto:Richard.woods@truelearning.org.uk">Richard.woods@truelearning.org.uk</a> 07969394852
Governor for Safeguarding and Quality Assurance	Jade Gilchrist	<a href="mailto:Jade.gilchrist@compass-schools.org">Jade.gilchrist@compass-schools.org</a> 07971371200

## 1. Policy Statement

Reality Strikes Academy is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff, volunteers, and visitors to share this commitment. Safeguarding and promoting the welfare of children is everyone's responsibility. This policy applies to all staff, including senior leaders, governors, paid staff, volunteers, and sessional workers.

## 2. Aims

Reality Strikes Academy, and this policy, aims to ensure that:

- The child's welfare is paramount.
- All children have a right to be protected from harm.
- Safeguarding is everyone's responsibility.
- We work in partnership with other agencies to safeguard children.

## 3. Legislation Framework

This policy for Reality Strikes Academy is based on the most up-to-date Department for Education (DfE) and statutory safeguarding guidance for all educational settings, including independent and alternative provision schools.

Although Reality Strikes Academy operates as an Alternative Provision, the policy reflects both statutory and non-statutory national guidance to ensure a consistent, high-quality approach to safeguarding and governance.

This policy is based on:

- Keeping Children Safe in Education (KCSIE, 2025) – the DfE’s statutory guidance setting out the duties of schools and colleges to safeguard and promote the welfare of children.
- Working Together to Safeguard Children (2023) – the statutory framework for inter-agency working to protect children and promote their welfare.
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (May 2024) – outlining best practice for safe and proportionate sharing of safeguarding information.
- What to Do if You Are Worried a Child is Being Abused: Advice for Practitioners (March 2015) – practical guidance for identifying and responding to concerns.
- Controlling or Coercive Behaviour: Statutory Guidance Framework (July 2023) – supporting practitioners to identify and respond appropriately to coercive and controlling behaviour.

Reality Strikes Academy complies with these documents and the arrangements agreed and published by the Dudley Safeguarding Children Partnership (our three local safeguarding partners).

This policy also draws upon the following legislation and statutory requirements:

- Part 3 of the Schedule to the Education (Independent School Standards) Regulations 2014 – placing a duty on independent schools to safeguard and promote the welfare of pupils.
- The Children Acts 1989 and 2004 – providing the statutory framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by Section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where FGM appears to have been carried out on a girl under 18.
- Statutory Guidance on FGM – outlining the responsibilities of schools in identifying and supporting pupils affected by FGM.
- The Rehabilitation of Offenders Act 1974 – setting out when individuals with criminal convictions may work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 – defining what constitutes ‘regulated activity’ in relation to children and setting out the framework for DBS checks.
- The Counter-Terrorism and Security Act 2015 and Statutory Guidance on the Prevent Duty – outlining schools’ responsibilities to protect children and young people from radicalisation and extremism.

- The Human Rights Act 1998 – ensuring protection from harassment, violence and abuse, including sexual abuse, as breaches of rights under the European Convention on Human Rights (ECHR).
- The Equality Act 2010 – making it unlawful to discriminate against individuals on the basis of protected characteristics, including disability, sex, sexual orientation, gender reassignment, and race.
  - The Act requires that governors and the Headteacher consider how best to support pupils with these characteristics, taking positive action to address disadvantages where appropriate (e.g. tackling gender-based or racialised harassment).
  - This includes making reasonable adjustments for disabled pupils and ensuring that all pupils are protected from harassment, discrimination, or victimisation.
- The Public Sector Equality Duty (PSED) – requiring the school to have due regard to the need to eliminate discrimination and advance equality of opportunity, particularly where pupils may face additional risks such as sexual violence, homophobic or transphobic bullying, or racial discrimination.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and the Childcare Act 2006 – setting out who is disqualified from working with children and under what circumstances.

#### Governance Context

Although Reality Strikes Academy is an Alternative Provision, this policy also takes into account non-statutory governance guidance from the:

- *Maintained Schools Governance Guide (DfE)*
- *Academy Trust Governance Guide (DfE)*

These sources inform the academy's approach to leadership accountability, safe governance, and strategic oversight of safeguarding arrangements.

## 4. Roles and Responsibilities

This policy applies to all staff, volunteers, visitors, contractors and external providers working with or on behalf of Reality Strikes Academy. It is consistent with the procedures of the Dudley Safeguarding Children Partnership (the three local safeguarding partners).

Our safeguarding responsibilities also extend to alternative provision placements, enrichment programmes, off-site education, and sports or community-based activities delivered by or on behalf of the Academy.

## Preventative Education at Reality Strikes Academy

Reality Strikes Academy plays a vital role in preventative education, supporting pupils to recognise risk, build resilience, and develop safe, respectful relationships.

This forms part of our whole-school, trauma-informed and nurture-based approach to preparing pupils for life in modern Britain, underpinned by a culture of zero tolerance towards all forms of abuse, harassment or discrimination, including:

- Sexism and misogyny/misandry
- Homophobia, biphobia, and transphobia
- Sexual harassment and sexual violence
- Bullying or prejudice-based behaviour

Our preventative work is supported through:

- The Behaviour and Relationships Policy
- The Curriculum Policy
- Our Therapeutic and Nurture-Based Approach
- A structured and inclusive PSHE/RSHE programme, which includes teaching about:
  - Healthy and respectful relationships
  - Boundaries, consent, and equality
  - Stereotyping and prejudice
  - Body confidence and self-esteem
  - Recognising coercion and controlling behaviour
  - The laws relating to sexual consent, exploitation, abuse, harassment, grooming, domestic abuse, forced marriage, honour-based abuse, and FGM
  - Understanding what constitutes sexual harassment and sexual violence and why they are always unacceptable

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### 4.1 Responsibilities of All Staff

All staff at Reality Strikes Academy will:

- Read and understand Part 1 and Annex B of *Keeping Children Safe in Education (2025)* each year, signing a declaration to confirm this.
- Read and sign the Staff Code of Conduct and ICT Acceptable Use Agreement.
- Reinforce the importance of online safety when communicating with parents/carers and pupils.
- Provide a safe and inclusive space for LGBTQ+ pupils to share concerns or seek support.

- Be familiar with and follow the Academy's safeguarding systems, including:
  - This Safeguarding and Child Protection Policy
  - The Behaviour and Relationships Policy
  - The Attendance and Absconding (MISPER) Policy
  - The Online Safety Policy
  - The Low-Level Concerns and Allegations Management Procedure
  - The identity and role of the Designated Safeguarding Lead (DSL) and Deputy DSL (DDSL)

Staff will be aware of:

- The Early Help process, including identifying emerging needs, sharing information, and supporting assessments.
- How to make a referral to Dudley MASH or other agencies, and what role they may play in statutory assessments.
- How to respond if a child discloses abuse or neglect, and how to maintain confidentiality while working with relevant professionals.
- The signs and indicators of abuse, neglect, and exploitation, including:
  - Domestic abuse and coercive control
  - Child-on-child abuse
  - Grooming, CSE and CCE
  - Serious youth violence and county lines
  - Radicalisation and extremist influence
  - Online harm and technology-related risks
- The importance of reassuring victims that they are taken seriously and will be supported.
- That some pupils, including those with SEN or disabilities, or who are LGBTQ+, may face additional safeguarding vulnerabilities.

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#### 4.2 Designated Safeguarding Lead (DSL) and Deputy (DDSL)

DSL: Sam Woodhall

DDSL: Reuben Bowen

Contact: [sam.woodhall@realitystrikes.co.uk](mailto:sam.woodhall@realitystrikes.co.uk)

The DSL is a member of the senior leadership team and takes lead responsibility for all safeguarding and child protection matters, including online safety.

During term time, the DSL (or DDSL) will be available during school hours for staff to discuss concerns.

Outside term time, urgent concerns should be directed to Sam Woodhall (Proprietor/DSL) via email: [sam.woodhall@realitystrikes.co.uk](mailto:sam.woodhall@realitystrikes.co.uk).

The DSL is supported by the DDSL and given the time, funding, training, and resources to:

- Ensure all staff know how to recognise and respond to signs of abuse.
- Provide advice and support to staff.
- Take part in strategy discussions and inter-agency meetings.
- Contribute to assessments and case planning.
- Refer cases of suspected abuse to Dudley MASH, Channel, DBS, or the police as appropriate.
- Understand and oversee the Academy's filtering and monitoring systems for online safety.
- Ensure all staff complete Prevent Duty training and understand radicalisation risks.
- Liaise with external agencies, including Dudley LADO and police, when required.
- Ensure that children involved in incidents of sexual harassment or violence (victim or alleged perpetrator) are supported and have access to appropriate services.
- Ensure a trauma-informed and proportionate response to safeguarding disclosures.

The full responsibilities of the DSL and DDSL are outlined in their job descriptions.

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#### 4.3 Proprietor and Governance Oversight

The Proprietor and Leadership Team of Reality Strikes Academy ensure that:

- Safeguarding and child protection underpin all aspects of school life.
- This policy and associated procedures are reviewed and implemented effectively.
- The DSL has sufficient authority, time, training, and resources to fulfil their duties.
- All staff receive annual safeguarding training and regular updates.
- Online safety and safeguarding are integrated across all policies and teaching.
- There are clear, transparent procedures for managing low-level concerns and allegations.
- The Academy maintains compliance with the Human Rights Act 1998, Equality Act 2010, and Public Sector Equality Duty.
- Children with SEN and additional needs are recognised as potentially more vulnerable to abuse and neglect.
- External providers and partners (including sports coaches, mentors, or visiting practitioners) have appropriate safeguarding measures in place before working with pupils.

The Safeguarding Governor for Reality Strikes Academy is Jade Gilchrist (Executive Headteacher, CCS Victoria Park).

Compass Community Trust has confirmed that there is no conflict of interest in this partnership, and

both parties view it as a valuable collaboration supporting consistent safeguarding standards across both settings.

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#### 4.4 The Proprietor (Sam Woodhall)

The Proprietor of Reality Strikes Academy is responsible for ensuring:

- All staff and volunteers are inducted and trained in safeguarding.
- This policy is communicated to all parents/carers and published on the website.
- The DSL and DDSL have protected time and resources to carry out their responsibilities.
- Allegations or low-level concerns about staff are managed appropriately and transparently.
- There are clear lines of accountability and effective communication with the Local Authority and partner agencies.
- The Academy maintains appropriate staff-to-pupil ratios and supervision at all times to ensure safety and compliance.

## 5. Confidentiality

Reality Strikes Academy recognises that timely, accurate information sharing is essential for effective safeguarding and child protection.

Our full approach to confidentiality, data storage and retention is outlined in our Data Protection and Retention Policy, which is aligned with the **Data Protection Act 2018** and **UK GDPR**.

Within the context of this Safeguarding and Child Protection Policy, Reality Strikes Academy notes that:

- Timely information sharing is vital to effective safeguarding practice.
- Fears about sharing information must never prevent staff from taking appropriate action to protect the welfare or safety of a child.
- **The Data Protection Act (2018)** and **UK GDPR** do not prevent or limit the sharing of information for the purpose of keeping children safe.

If staff need to share *special category personal data* (for example, information relating to health, ethnicity, or safeguarding), **the Data Protection Act (2018)** allows this under the condition of “safeguarding of children and individuals at risk” when:

- It is not possible to gain consent;
- It would not be reasonable to expect a practitioner to gain consent; or
- Seeking consent would place the child at greater risk of harm.

Staff must never promise a child confidentiality or agree to keep disclosures secret. In almost all circumstances, it is in the child's best interests that relevant professionals are informed and support is provided.

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#### If a Child Requests Confidentiality

If a pupil or victim asks the school not to share information about an incident involving abuse, sexual violence or harassment:

- There is no absolute rule — while a child's wishes should be respected where possible, staff may still lawfully share information if there is another legal basis under UK GDPR.
- The Designated Safeguarding Lead (DSL) will always consider the request carefully, balancing the child's wishes against their duty to protect the child and others.

The DSL will also consider that:

- Parents or carers will normally be informed, unless this would place the child or another person at greater risk.
- The key safeguarding principle remains:

*If a child is at risk of harm, is in immediate danger, or has been harmed, a referral must be made to Children's Social Care (Dudley MASH).*

- Rape, assault by penetration and sexual assault are criminal offences. Any disclosure of these offences must be referred to the police. Where the alleged perpetrator is under the age of criminal responsibility (10), the same principle of referral to the police applies.
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#### Anonymity and Information Management

All staff will:

- Understand the importance of anonymity and privacy when managing cases involving sexual violence, harassment or other sensitive disclosures.
  - Take all reasonable steps to protect the identity of pupils involved in safeguarding incidents.
  - Carefully consider which staff members should be informed of details of the case, and ensure information is only shared on a need-to-know basis.
  - Be mindful of the potential impact of social media, rumours or online activity on pupil anonymity and wellbeing.
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#### Information Sharing Guidance

Reality Strikes Academy follows the government's *Information Sharing: Advice for Safeguarding Practitioners* (May 2024), which identifies seven "golden rules" for information sharing. These principles guide all staff decisions about what, when, and how to share information responsibly.

If staff are ever unsure about whether or how to share information, they must immediately seek advice from:

- The Designated Safeguarding Lead (DSL) – *Sam Woodhall*
- The Deputy DSL (DDSL) – *Reuben Bowen*
- Or, where appropriate, the Safeguarding Governor – *Jade Gilchrist*

## 6. Recognising abuse and neglect

All staff, volunteers and regular visitors at Reality Strikes Academy are trained and expected to identify and recognise all forms of abuse, neglect and exploitation, and to be professionally curious about early warning signs. Staff will be alert to the potential need for Early Help for any child who:

- Is disabled
- Has SEN (with or without an EHCP)
- Is a young carer
- Is bereaved
- Shows signs of being drawn into anti-social or criminal behaviour, including exposure to gangs, county lines, organised crime or serious violence (incl. knife crime)
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of radicalisation or other forms of exploitation
- Is viewing problematic/inappropriate online content (e.g. violent/sexualised) or forming unsafe online relationships
- Lives in a family context with substance misuse, adult mental ill-health, or domestic abuse
- Misuses drugs or alcohol
- Is experiencing mental ill-health
- Has returned home from care
- Is at risk of so-called 'honour'-based abuse (incl. FGM or forced marriage)
- Is in a private fostering arrangement
- Has a parent/carer in custody or affected by parental offending
- Is missing education, is persistently absent, or is not in receipt of full-time education

- Has experienced multiple suspensions and is at risk of, or has been, permanently excluded

All staff, volunteers and governors must follow the procedures below if a safeguarding concern arises.

*In all sections below, “DSL” should be taken to mean DSL or DDSL.*

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#### 6.1 If a Child Is Suffering, Likely to Suffer Harm, or in Immediate Danger

- If consulting the DSL will not delay protection, inform the DSL/DDSL immediately and follow their direction.
  - If there would be any delay, anyone can make a referral directly to Children’s Social Care (Dudley MASH) and/or the police (999). Then inform the DSL as soon as possible.
  - Where a child has a social worker, contact them directly; if unavailable, contact their team manager/duty team.
  - We work across multiple local authorities where necessary. Staff may use the GOV.UK tool to find the right council: <https://www.gov.uk/report-child-abuse-to-local-council>
  - Record on CPOMS immediately after taking action.
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#### 6.2 If a Child Makes a Disclosure to You

Do:

- Listen and believe. Allow time; do not ask leading questions.
- Stay calm; avoid shock or judgement.
- Praise the child for telling you (e.g., *“You’ve done the right thing by telling me.”*).
- Explain next steps; never promise secrecy.
- Record on CPOMS ASAP in the child’s own words; stick to facts.
- Ensure the CPOMS alert notifies the DSL; then speak to the DSL directly (in person/phone/Teams) the same day.
- Where appropriate, you may refer directly to Children’s Social Care/police (see 6.1) and inform the DSL.

Don’t:

- Discuss with anyone else unless directed by the DSL, social care or police.

Remember:

- Some children may not recognise harm, feel embarrassed, fear consequences, or face barriers (vulnerability, disability, language, sexual orientation). Professional curiosity still applies—speak to the DSL if concerned.

If the child starts then stops disclosing:

- Reassure availability; record what was said and when it ceased on CPOMS; alert and speak to the DSL; take action per 6.1 if risk is immediate.

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### 6.3 If You Discover FGM Has Taken Place / Risk of FGM

- FGM is illegal and a form of child abuse.
- Mandatory duty: If a girl under 18 tells you FGM has been carried out, or you visibly observe signs (e.g., during intimate care for pupils with profound needs — staff must never conduct examinations), you must report to the police yourself immediately (999 if recent/imminent).
- Record on CPOMS and inform the DSL at once.
- Where risk is imminent, call 999; DSL to engage Children’s Social Care.

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### 6.4 If You Have Concerns About a Child (No Immediate Danger)

- Act in the child’s best interests; do not assume someone else will act.
- Speak to the DSL to agree next steps; if DSL/DDSL unavailable, seek advice from Children’s Social Care/NSPCC (0808 800 5000) and inform the DSL ASAP.
- Record on CPOMS:
  - What you saw/heard (factual)
  - Times/dates of attempts and actual contacts with DSL/other professionals
  - Advice received and actions taken

#### Early Help:

- The DSL leads Early Help, coordinating multi-agency responses. Cases are kept under review; if concerns don’t improve, the DSL will refer to Children’s Social Care and escalate per local procedures.

#### Referrals:

- The DSL makes referrals (or supports staff to do so). If you refer directly, record on CPOMS and inform DSL immediately.
- LA should respond within 1 working day; DSL/staff member must follow up and record outcomes.
- Where there’s drift/no response, the DSL escalates and records all steps.

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### 6.5 If You Have Concerns About Extremism (Prevent)

- Follow 6.1 if harm/immediate danger.
- Consult the DSL; where appropriate, referrals may be made to Police, LA Prevent Team/Coordinator, Channel, or Children’s Social Care.
- DfE counter-extremism helpline: 020 7340 7264 / [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk) (not for emergencies).
- Emergency: call 999 or the anti-terrorist hotline 0800 789 321.

## 6.6 Concerns About Mental Health

- Mental health needs can be a cause or consequence of abuse/neglect/exploitation.
  - If the concern is also a safeguarding concern, follow 6.4 immediately.
  - If not safeguarding, speak to the DSL to coordinate a plan with: parents/carers, SLT, MHFA, Therapeutic Pastoral Leads, SENCO, key worker/teachers, LA services, and external agencies.
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## 6.7 Concerns/Allegations About Staff, Supply, Volunteers or Contractors

- Follow Managing Allegations and Low-Level Concerns procedures.
  - Report concerns about staff/volunteers to the Proprietor/Head (DSL) immediately.
  - If the concern is about the Proprietor/DSL, report directly to the LADO (Dudley).
  - Where a third party uses our site for children's activities, follow RSA procedures and inform the LADO as appropriate.
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## 6.8 Child-on-Child Abuse (Peer Abuse)

We have zero tolerance for child-on-child abuse; it will never be dismissed as “banter” or “part of growing up.” Apply this policy where behaviour:

- Is serious/potentially criminal
- Risks other pupils
- Is violent
- Involves forced drugs/alcohol
- Involves sexual exploitation/abuse/harassment, incl. indecent exposure, sexual assault, upskirting, or sharing of nudes/semi-nudes

Procedure:

- Record and tell the DSL (do not investigate).
- DSL contacts Children's Social Care and police if potentially criminal.
- DSL puts written risk assessments and support plans in place for all involved (victim, alleged perpetrator, witnesses), reviewed at short intervals; consider transport risks.
- Engage therapeutic/mental health support (e.g., CAMHS) as needed.
- Disciplinary action may proceed alongside police/LA processes where appropriate.

Creating a safer culture: staff will always:

- Challenge derogatory/sexualised language and behaviours (incl. image requests/sharing).
- Teach consent, boundaries and respectful relationships in RSHE/PSHE.
- Provide targeted assertiveness/keeping-safe work where needed.

- Keep multiple reporting routes open and visible.
  - Recognise that no reports ≠ no problem and maintain “it could happen here” mindset.
  - Understand additional barriers for some pupils (SEN/disability, gender, ethnicity, sexual orientation).
  - Speak to the DSL immediately where concerned.
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### 6.9 Sharing of Nudes and Semi-Nudes (Youth-Produced Sexual Imagery)

If made aware of an incident: report to the DSL immediately. Do not view/copy/share/store/delete images, question pupils about imagery, or share details with others. Reassure pupils help is available.

Initial review (DSL):

- Assess immediate risk (refer police/Children’s Social Care if risk/harm).
- Decide on parent/carers contact (normally yes unless risk increases).
- Consider if referral is needed, what further information is required, extent of sharing, and whether immediate takedown actions are needed.
- Mandatory referral to police/Children’s Social Care where:
  - An adult is involved/posing as a child
  - Coercion/blackmail/grooming suspected or capacity to consent is in doubt (e.g., SEN)
  - Content is sexual/violent
  - Any pupil in the imagery is under 13
  - There is immediate risk of harm (e.g., self-harm/suicidality)

Where risks can be managed in-setting, DSL may proceed without police/CSC—review continually and escalate if needed. Record all decisions on CPOMS.

Curriculum: risks and the law are taught through PSHE/RSHE.

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### 6.10 Reporting Systems for Pupils

We take the child’s wishes and feelings into account but always act in their best interests. Pupils are encouraged to report concerns to any trusted adult.

Our pupils know:

- Who the DSL/DDSL are and how to reach them.
- They have a right to be heard and supported.

Visibility and voice:

- DSL posters displayed across the site

- Pupil voice via School Council, Ambassador meetings, questionnaires, consultations, governor visits and assemblies
- Curriculum includes online safety and wider safeguarding themes
- Staff are trained to respond appropriately and consistently
- Close multi-agency working ensures concerns raised outside school are supported inside school
- Identified pupils are monitored, offered tailored support, and provided safe spaces to talk

## **7. Online safety and the use of mobile technology**

At Reality Strikes Academy, we recognise that technology plays a central role in the lives of our pupils and staff, both in and out of school. We are committed to creating a safe digital environment where children can explore, learn, and communicate responsibly. Safeguarding children from harmful or inappropriate online material is a key part of our duty to protect and promote their wellbeing.

Our approach to online safety is trauma-informed and nurture-based, ensuring pupils are supported to build positive digital habits and make safe choices.

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### Our Aims

Reality Strikes Academy aims to:

- Maintain robust systems for filtering, monitoring and responding to online risks affecting pupils, staff, and visitors.
  - Educate and empower our community — including pupils, parents, staff, volunteers and governors — to use technology safely, respectfully, and responsibly.
  - Set and enforce clear guidelines for mobile and smart technology use, balancing safety with trust and independence.
  - Identify and respond swiftly to any concerns, using consistent safeguarding and escalation procedures.
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### The Four Key Categories of Online Risk

Our strategy for online safety is built around the four categories of risk defined by *Keeping Children Safe in Education (KCSIE 2025)*:

1. Content – Exposure to illegal, inappropriate or harmful material (e.g. pornography, hate speech, self-harm, extremism, misinformation).
  2. Contact – Harmful online interactions such as grooming, coercion, exploitation or manipulative advertising.
  3. Conduct – Unsafe personal behaviour online, including bullying, sexting, image sharing or oversharing of personal information.
  4. Commerce – Risks linked to financial exploitation such as scams, phishing, or gambling.
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## Our Approach

To meet these aims and address the risks above, Reality Strikes Academy will:

- Educate pupils through our curriculum, PSHE and sport-based sessions about:
  - Safe and respectful online communication.
  - Protecting personal information and privacy.
  - Recognising unsafe or manipulative behaviour online.
  - How and when to report online bullying, including when they witness it happening to others.
- Train all staff (as part of induction and ongoing CPD) in:
  - Safe and appropriate use of technology and the internet.
  - Responding to cyber-bullying and online safeguarding concerns.
  - Understanding the risks of online radicalisation and exploitation.
  - Using the school's filtering and monitoring systems effectively.
- Ensure staff adhere to clear expectations for mobile phone and camera use, as outlined in the Staff Code of Conduct.
- Require all pupils, parents/carers, staff, volunteers, and governors to sign and follow the school's Acceptable Use Agreement covering the use of ICT systems, the internet, and personal smart devices.
- Apply fair and proportionate sanctions for any misuse of technology, consistent with the school's Behaviour for Learning Policy.

- Maintain and review a robust approach to searching, screening, and confiscation procedures, ensuring these align with DfE guidance and are trauma-sensitive.
  - Use strong filtering and monitoring systems to protect pupils from exposure to harmful content in line with the four risk categories.
  - Review our online safety practice regularly as part of safeguarding audits and leadership reviews.
  - Provide annual safeguarding and online safety updates to all staff, ensuring knowledge and procedures remain current and effective.
  - Review this policy and linked procedures annually, ensuring continuous improvement and compliance with national guidance.
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### Use of Artificial Intelligence (AI)

Reality Strikes Academy recognises that AI technologies — such as generative tools like ChatGPT — can enhance teaching, learning and administrative efficiency. However, we also acknowledge that AI can present safeguarding and ethical risks, including exposure to harmful or false content, data misuse, or inappropriate use in communication.

We will:

- Treat any misuse of AI (e.g. for bullying, manipulation, or exposure to harmful content) in line with our Safeguarding, Counter-Bullying, and Behaviour for Learning policies.
  - Require staff to complete risk assessments before introducing any new AI tools for pupil use, in consultation with the Designated Safeguarding Lead (DSL) — *Sam Woodhall* — and the school's IT support team.
  - Provide guidance and education for pupils on using AI safely, ethically, and responsibly as part of digital literacy education.
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### Summary

Our goal is to ensure that every child at Reality Strikes Academy — regardless of need or background — can thrive safely in a digital world. We aim to build resilience, responsibility, and respect online, mirroring the nurturing, trusting relationships that underpin all our work within the academy.

## **8. Pupils with special educational needs, disabilities (SEND) or health issues**

At Reality Strikes Academy, we recognise that all our pupils have additional needs that require understanding, patience, and proactive support. As an Alternative Provision with a nurture-based, trauma-informed approach, every child in our care — whether or not they have a formal diagnosis or an Education, Health and Care (EHC) Plan — is recognised as having some form of special educational need and/or disability (SEND).

Safeguarding children with SEND and health conditions is a fundamental part of our ethos and daily practice. We understand that these pupils may face unique and heightened safeguarding risks, and that additional barriers can make it more difficult to identify when something is wrong.

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### Recognised Safeguarding Challenges

Children with SEND or specific health needs may be more vulnerable to harm due to:

- Assumptions that signs of abuse, such as changes in behaviour, mood, or injury, are linked solely to a child's condition rather than explored further.
  - Increased risk of isolation or bullying, including prejudice-based and peer-on-peer abuse.
  - Greater impact of harmful behaviours (such as bullying or exclusion) that may go unnoticed due to differences in communication or emotional regulation.
  - Communication barriers that make it difficult for pupils to express worries, disclose abuse, or ask for help.
  - Difficulties in understanding the difference between safe and unsafe behaviour — particularly online — or distinguishing fact from fiction in digital content.
- 

### Our Approach

To ensure all pupils are safeguarded effectively, Reality Strikes Academy provides a coordinated and compassionate response that includes:

- Enhanced monitoring and vigilance by all staff, particularly around changes in mood, attendance, engagement, or physical presentation.
- Specialist therapeutic and pastoral support, delivered through our nurture-based model, including daily check-ins, safe spaces, and targeted interventions.

- Strong multi-agency collaboration, ensuring that safeguarding, SEND, and wellbeing plans are joined up and consistently reviewed.
  - Regular staff training to equip all members of the team with the skills to recognise, record, and respond to the specific safeguarding challenges faced by pupils with SEND or health needs.
  - Adapted communication strategies, including visual supports, simplified language, and trusted adult relationships, to help pupils express concerns safely and confidently.
  - Inclusive curriculum approaches that explicitly teach emotional literacy, boundaries, online safety, and self-advocacy in age-appropriate and accessible ways.
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### Working Together

The Designated Safeguarding Lead (DSL) — *Sam Woodhall* — works closely with all members of staff to ensure that safeguarding and wellbeing are fully integrated into each pupil's support plan.

Where a safeguarding concern arises involving a pupil with SEND, the DSL ensures that:

- The pupil's individual needs and communication preferences are taken into account;
  - The SEND team and relevant therapists are consulted to inform an appropriate and sensitive response; and
  - Information is shared responsibly with parents, carers, and outside agencies in line with safeguarding and data protection requirements.
- 

### Summary

At Reality Strikes Academy, safeguarding pupils with SEND and health needs is not an additional task — it is the foundation of everything we do. By combining compassion, expertise, and consistent communication, we create a safe, predictable, and empowering environment in which every child can thrive.

## **9. Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work consistently and closely with, and support, social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are conjoinedly made in the best interests of the pupil's safety, welfare and educational outcomes.

For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- Responding to, and providing strategies to support, challenging behaviour
- The provision of therapeutic, pastoral and/or academic support
- The school's communication and relationships with families, parents and carers

## **10. Looked-after and previously looked-after children**

At Reality Strikes Academy, we recognise that looked-after and previously looked-after children (LAC/PLAC) are among the most vulnerable members of our school community. Many have experienced trauma, loss, instability or disrupted education, which can significantly affect their wellbeing, relationships, and learning.

As part of our trauma-informed and nurture-based ethos, we are committed to ensuring that every looked-after and previously looked-after child receives the understanding, stability, and protection they need to thrive.

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### Staff Knowledge and Responsibility

We ensure that all relevant staff have the skills, knowledge, and understanding required to safeguard and support looked-after children effectively. This includes ensuring that:

- Appropriate staff are informed of each child's care status, including legal arrangements, contact with birth parents or carers, and any agreed restrictions or supervision requirements.
- The Designated Safeguarding Lead (DSL) — *Sam Woodhall* — maintains up-to-date records of each child's allocated social worker, Virtual School Head (VSH), and other professionals involved in their care.
- Staff receive regular training and guidance on how attachment difficulties, trauma, and care experiences may present as behaviour or disengagement, and how to respond with empathy and consistency.

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### Our Commitment

We recognise that looked-after and previously looked-after children benefit most from secure relationships, predictable routines, and adults who understand their experiences. At Reality Strikes Academy, every staff member plays a role in creating a nurturing, safe, and inclusive environment that empowers these pupils to build trust, develop resilience, and succeed both academically and personally.

## **11. Pupils who are lesbian, gay, bisexual or gender questioning**

**Note: The section of Keeping Children Safe in Education (KCSIE) 2024 relating to gender questioning children remains under review pending the publication of final national guidance. The following section has been written in line with the current draft guidance and will be updated once finalised advice is released.**

At Reality Strikes Academy, we are committed to ensuring that every pupil feels safe, respected, and valued for who they are. We recognise that pupils who are, or who are perceived to be, lesbian, gay, bisexual, transgender, or gender questioning (LGBTQ+) may face additional safeguarding risks — including discrimination, social isolation, and bullying — and we are determined to reduce these risks through education, understanding, and proactive support.

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### Preventing and Responding to Bullying or Discrimination

We understand that LGBTQ+ pupils can be targeted or marginalised by others. Our Behaviour for Learning Policy and Counter-Bullying Policy outline how we prevent and respond to all forms of bullying, including prejudice-based bullying related to gender identity, expression, or sexuality.

We promote a culture of mutual respect and acceptance, underpinned by our trauma-informed values of empathy, safety, and belonging. Staff actively challenge language, behaviour, or attitudes that marginalise or stigmatise others.

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### Safeguarding and Mental Health

We acknowledge that LGBTQ+ and gender questioning pupils are statistically more likely to experience poor mental health, including anxiety, depression, or self-harm. Where a member of staff has concerns about a child's wellbeing — including those that may relate to their gender identity or sexuality — they must follow the safeguarding procedures outlined in Section 8.6 of this policy and report concerns to the Designated Safeguarding Lead (DSL), *Sam Woodhall*.

Support will be coordinated through bespoke and holistic interventions, developed collaboratively between:

- Mental Health First Aiders (MHFA)
- Programme Psychologists (PP)
- Therapeutic Pastoral Leads (TPL)
- Special Educational Needs Co-ordinators (SENCOs)
- The child's key worker, teachers, and trusted adults
- Parents and carers (where appropriate)

This team-based approach ensures that the child's emotional, social, and educational needs are met consistently and sensitively.

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#### Supporting Gender Questioning Pupils

When supporting a gender questioning pupil, Reality Strikes Academy will take a careful, child-centred and evidence-informed approach, recognising the complexities involved and the importance of maintaining both emotional and physical safety.

We will:

- Encourage families and carers to seek early clinical guidance and specialist advice, particularly when supporting pre-pubertal children.
  - Adopt a cautious and considered approach to social transition, taking into account the pupil's wider vulnerabilities, such as complex mental health needs, trauma, or neurodiversity (e.g. autism and/or ADHD).
  - Work collaboratively with parents/carers (unless doing so would place the pupil at risk of significant harm).
  - Incorporate any available clinical and professional advice to ensure decisions are made in the child's best interests.
  - Consider the risk of bullying, emotional harm, or social isolation and take preventative measures to keep the child safe and supported.
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#### Creating a Safe and Open Culture

We know that risks are amplified when pupils feel they have no trusted adult to talk to. At Reality Strikes Academy, we are committed to building strong, trusting relationships between pupils and staff so that every child has at least one adult they feel safe to confide in.

Our goal is to reduce barriers to disclosure and create a school culture where diversity is respected, differences are celebrated, and every pupil's voice is heard.

## **12. Complaints and whistleblowing**

### **12.1 Complaints Against Staff**

At Reality Strikes Academy, any complaint or concern involving the safety or wellbeing of a child will be taken extremely seriously.

All allegations or concerns about staff, volunteers, or contractors that may indicate a person poses a risk of harm to a child will be managed in line with our Managing Allegations Against Staff Policy, which follows statutory guidance from *Keeping Children Safe in Education (KCSIE 2025)* and local safeguarding procedures.

This includes:

- Allegations that a staff member or volunteer has behaved in a way that has harmed, or may have harmed, a child;
- Possibly committed a criminal offence against, or related to, a child; or
- Behaved in a way that indicates they may pose a risk of harm to children.

Low-level concerns that do not meet the threshold for formal referral will be managed in accordance with our Low-Level Concerns Policy, which promotes transparency, reflection, and a culture of continuous safeguarding vigilance.

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### **12.2 Other Complaints**

We believe that open communication and early resolution prevent issues from escalating. For concerns or complaints not related to child protection or staff conduct, please refer to our Complaints Procedure, which sets out how parents, carers, pupils, and other stakeholders can raise and resolve issues fairly and constructively.

Complaints are always handled with professionalism, confidentiality, and a focus on maintaining positive relationships within our school community.

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### **12.3 Whistleblowing**

Reality Strikes Academy is committed to creating an open and transparent culture where all members of staff feel confident to raise concerns about poor practice, misconduct, or unsafe behaviour — without fear of reprisal.

For full details, please refer to our Speak Out (Whistleblowing) Policy, which outlines how staff can report safeguarding or professional concerns internally or externally.

In addition to internal procedures, staff and volunteers can raise concerns confidentially through SeeHearSpeakUp, an independent external service available 24 hours a day, 365 days a year. Concerns can be shared anonymously via:

<https://fileaconcern.org/compassgroupsupport>

We encourage anyone who has a safeguarding concern — no matter how small — to speak up. Safeguarding is everyone's responsibility, and raising a concern may help protect a child from harm.

## **13. Record-Keeping**

### **13.1 Recording Safeguarding Concerns**

At Reality Strikes Academy, we maintain the highest standards of safeguarding record keeping, recognising that accurate, detailed, and timely recording is central to protecting children and identifying patterns of risk or concern over time.

All safeguarding concerns, discussions, actions taken, and the rationale for decisions must be recorded in writing, usually via CPOMS, our secure online safeguarding system.

This includes all instances where:

- A referral was made to an external agency (e.g. Children's Social Care, CAMHS, Prevent, or police); or
- A decision was taken not to refer, including the reasoning behind that decision.

Reality Strikes Academy maintains a very low threshold for what is deemed *recordable*. Even minor incidents or observations may later contribute to a fuller understanding of a child's experiences.

If a member of staff is in any doubt about whether to record something, they should make the record and then discuss it with the Designated Safeguarding Lead (DSL), *Sam Woodhall*, or one of the Deputy DSLs.

Records must include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved, including dates, times, and names of those involved.

- A note of actions taken, decisions reached, and outcomes, again with dates and names.
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### **13.2 Secure Storage and Retention**

All safeguarding records are stored digitally and securely.

- Safeguarding incidents and activity are recorded in CPOMS.
- Every staff member is granted access upon induction to enable them to record concerns.
- Key safeguarding staff have elevated access, protected by two-factor authentication (2FA), allowing them to log actions and track follow-up work.
- The DSL maintains child protection files for each pupil, containing any additional documents such as referral forms or agency correspondence.

The DSL ensures files are secure, password-protected, and accessible only to authorised staff with a legitimate safeguarding role.

Non-confidential records are readily accessible to staff who need them, while confidential information is strictly controlled and accessible only to those with a professional right to know.

Safeguarding records are retained until the child reaches 25 years of age, in line with statutory requirements.

When a pupil moves to another school:

- The DSL ensures the child protection file is transferred securely, separately from the main pupil file, and confirmation of receipt is obtained.
- This transfer takes place within 5 school days for an in-year move, or within the first 5 days of a new term when pupils transfer at the end of a school year.
- If appropriate, information is shared in advance to support transition planning and continuity of support for the child.

When new pupils join Reality Strikes Academy with an existing safeguarding history, the DSL will ensure information is promptly shared with all staff, as appropriate.

For record-keeping processes relating to staff conduct, see our:

- [Managing Allegations Against Staff Policy](#)
  - [Low-Level Concerns Policy](#)
  - [Safer Recruitment Policy](#)
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### 13.3 Information Sharing

Reality Strikes Academy follows the principles set out in *Information Sharing: Advice for Practitioners Providing Safeguarding Services (DfE, May 2024)*.

We recognise that protecting a child from harm takes precedence over protecting privacy. The UK GDPR and Data Protection Act 2018 provide a lawful framework for sharing information where a child may be at risk.

Our staff follow the Seven Golden Rules of Information Sharing:

1. Safeguarding overrides confidentiality – protecting a child from harm always comes first.
2. Engage openly with children and carers where safe to do so, explaining what information will be shared and why.
3. Consent is not required to share information when a child is at risk of harm, though transparency is encouraged.
4. Seek advice promptly if uncertain about what to share — never delay action to protect a child.
5. Protect identities – take all reasonable steps to avoid exposing individuals to risk.
6. Share only relevant, accurate and proportionate information with those who need it to safeguard the child.
7. Record all decisions about sharing or not sharing information, including the rationale behind them.

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### 13.4 CPOMS Recording at Reality Strikes Academy

Our use of CPOMS supports a culture of professional vigilance, curiosity, and accountability. We use CPOMS not only for safeguarding concerns but also for building a holistic understanding of each pupil's journey.

CPOMS is used to log:

- Safeguarding or welfare concerns.
- Behaviour incidents (both negative and positive).
- Notable interactions or conversations between pupils or between pupils and staff.
- Communications with parents, carers, or external professionals.
- Any information relevant to understanding a child's wellbeing, context, or development.

This helps staff to:

- Recognise patterns of behaviour or need.
  - Analyse changes over time.
  - Maintain transparency and professional accountability.
  - Inform targeted support strategies and interventions.
- 

### Writing a CPOMS Record

All staff receive comprehensive training on CPOMS use and expectations during induction.

When writing a record, staff must:

- Submit it by the end of the same day the incident occurred (or within 24 hours, if unavoidable).
  - Notify the DSL immediately if the concern relates to safeguarding.
  - Assign the report to one child only — do not link pupils.
  - Use the child’s full name and the initials of peers (e.g., “James was in the playground... JB (peer) was present...”).
  - Use the full name and role of staff on first mention (e.g., “Sarah Brown (HLTA) offered reassurance...”), then initials thereafter.
  - Ensure the date and time recorded reflect when the incident occurred, not when the record was written.
  - Assign the record to relevant staff (Form Tutor, Therapeutic Pastoral Lead, SENCO, etc.), in addition to the DSL and Deputies.
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### Reviewing and Responding to CPOMS Reports

- The DSL, Deputy DSLs, and any staff tagged in a report receive automated alerts.
- CPOMS dashboards highlight all new or unseen reports in chronological order.
- The DSL reviews all safeguarding-tagged reports immediately, or by the end of the same school day at the latest.
- Reports are marked as either:
  - Active – actions pending or under review.
  - Closed – no further action required.

All active reports are monitored to prevent drift or delay, ensuring that children receive timely and appropriate support.

## **14 Training, Induction and Supervision**

At Reality Strikes Academy, safeguarding is at the heart of everything we do. We believe that confident, well-trained and well-supported staff are key to ensuring our pupils' safety, wellbeing, and success. Our training and supervision model reflects our trauma-informed and nurture-based approach, and supports staff to understand and respond effectively to the complex needs of our learners.

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### **14.1 All Staff**

All members of staff — including teachers, support staff, volunteers, and agency workers — receive comprehensive safeguarding and child protection training as part of their induction.

This ensures that everyone understands our safeguarding culture, systems, and responsibilities.

Induction training covers (but is not limited to):

- Reality Strikes Academy's Safeguarding and Child Protection Policy.
- The relevant sections of the most recent version of Keeping Children Safe in Education (KCSIE).
- Our Behaviour for Learning Policy and expectations around pupil conduct.
- The Staff Code of Conduct.
- The role and responsibilities of the Designated Safeguarding Lead (DSL).
- Use of CPOMS and procedures for recording and reporting concerns.
- Our Risk Management and Risk Assessment processes.
- Whistleblowing procedures and the Speak Out (Whistleblowing) Policy.
- Our Online Safety Policy, including staff expectations and responsibilities around filtering and monitoring.
- Physical Intervention (PRICE) Training, alongside the Physical Contact with Children Policy.

Staff are also required to read and acknowledge understanding of the following policies:

- Managing Allegations Against Staff Policy
- Low-Level Concerns Policy
- Health and Safety Policy
- Equity Policy and Objectives

- Staff Handbook
  - Counter-Bullying Policy
  - SEND Policy
  - Learning Environment Policy
  - Supervision Policy
  - Risk Management and Risk Assessment Policy
  - Attendance and Registration Policy
  - Complaints Procedure
  - First Aid Policy
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#### Training Expectations and Updates

- Safeguarding training is regularly updated and embedded into our wider programme of professional learning.
- Training reflects local and national safeguarding priorities and advice from the three safeguarding partners (the Local Authority, Police, and NHS).
- Updates are integrated into staff briefings, INSET days, and supervision sessions.
- All teachers' practice reflects the Teachers' Standards, including:
  - Managing behaviour effectively to ensure a safe learning environment.
  - Understanding and meeting the needs of all pupils, especially those with SEND and complex trauma.

Staff also complete training on the government's Prevent Strategy, enabling them to identify and support pupils vulnerable to radicalisation or extremist influences. This training is delivered alongside the school's Prevent Policy.

The DSL, *Sam Woodhall*, provides daily safeguarding briefings to staff. These include key updates, current issues, reminders, and strategies for supporting individual pupils.

Staff unable to attend scheduled training will receive a catch-up session — either by joining an alternative session or through 1:1 training with the DSL or a Deputy DSL.

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#### 14.2 Designated Safeguarding Lead (DSL) and Deputies

The DSL and Deputy DSLs complete specialist DSL training at least every two years. Where possible, this training is accessed through the Local Authority. If not available within appropriate timescales, the NSPCC is the preferred alternative provider.

In addition, the DSL team:

- Keeps knowledge up to date through continuous professional development, peer network meetings, and safeguarding forums.
  - Undertakes enhanced Prevent awareness training, including on extremist ideologies and online radicalisation.
  - Regularly reviews internal systems, policies, and staff practice to ensure consistency and compliance.
- 

### **14.3 Proprietor and Governance**

The Proprietor (and any governors appointed in future) undertake safeguarding and child protection training at induction and at regular intervals thereafter.

This ensures they:

- Have the knowledge and confidence to fulfil their statutory safeguarding responsibilities.
- Can provide effective strategic oversight and challenge to school leaders.
- Are assured that safeguarding arrangements are robust, effective, and well embedded across the school.

Where the Proprietor may be required to act as the case manager in the event of an allegation against a senior leader, they will also complete specialist training on managing allegations.

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### **14.4 Safer Recruitment**

At least one member of every interview panel will have completed Safer Recruitment training, with the NSPCC as the preferred training provider.

Our Safer Recruitment Policy sets out the procedures we follow to ensure all staff and volunteers are suitable to work with children and that recruitment decisions reflect our safeguarding culture and values.

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### **14.5 Supervision, Support and Staff Wellbeing**

We recognise that working in a trauma-informed, specialist SEN environment can be both rewarding and emotionally demanding.



To support staff wellbeing and professional development, Reality Strikes Academy provides regular, formal supervision for all staff.

Supervision sessions:

- Offer a safe and reflective space for staff to discuss challenges, successes, and professional learning.
- Support staff to develop their practice in safeguarding, behaviour support, and trauma-informed approaches.
- Are recorded and confidential, in line with our Supervision Policy.
- Help maintain a strong, consistent culture of care and accountability across the school.

## **Appendix 1: Types of Abuse**

**This appendix is based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- › Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- › Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- › Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- › Seeing or hearing the ill-treatment of another
- › Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- › Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- › Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- › Protect a child from physical and emotional harm or danger
- › Ensure adequate supervision (including the use of inadequate care-givers)
- › Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Appendix 2: Whistleblowing flowchart

### Governance & Transparency

